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ABSTRACT

The 264 abstracts in this compilation describe opinions and realities of the foreign language requirement in American colleges and universities. Included are surveys and statistical data on language enrollments; arguments for and against the study of foreign languages; the relationship of second language acquisition to the national interest; trends in foreign language testing and placement; trends and enrollments of significance for the language major; and the foreign language needs of students in professional and vocational schools. The research dates from 1900. Most of the abstracts reflect research reports and articles which have appeared in U.S. educational journals. A selective number of books and monographs are also included. Availability of the materials in the ERIC system is noted. (DS)

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The Foreign Language Requirement in Colleges and Universities: A Bibliography with Abstracts

Compiled by Dolly D. Svobodny

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PREFACE

Second language teaching in the United States had an inauspicious beginning in the latter part of the eighteenth century when only Greek and Latin, Sanskrit and Hebrew were deemed worthy of academic attention. French and German instruction were available in the nineteenth century on a private tutorial basis and strictly as a grammar translation exercise. By 1900 a modern, cosmopolitan view toward other languages began to assert itself only to be checked as late as 1930 by a strong, conservative force dominated by an isolationist sentiment. America's entry into World War II heralded a new wave of internationalism and a golden age of foreign language teaching. The American public had long been convinced of the value of knowing second languages and foreign cultures, but it took Sputnik to bring about the National Defense Education Act of 1958 which in turn persuaded curriculum revisionists to mandate foreign languages.

Now that resplendent era seems to be drawing to a close. Along with the cry for contemporaneity, relevance, academic change and an increasingly permissive society, college professors and their students are questionning the feasibility of a foreign language requirement. The times may differ but the assault on the foreign language requirement is not new. The issue has been highly controversial and has probably been as widely discussed and written about as any phase of the American curriculum. There is increasing pressure at the college level to abolish or reduce the entrance and degree requirements considered by many students as an "institutionalized ritual with no rational justification" and as a "vestigial stub of a medieval custom."

The majority of the protests seem to come from social science students, humanities majors, and biological scientists. Physical science enrollees tend to favor foreign language study, are accomplished in the discipline, and use foreign language skills more extensively as research tools.*

The Modern Language Association of America (MLA), with support from the U.S. Office of Education and private funds, has surveyed entrance and degree requirements regularly since 1953. The most recent survey was completed in the Fall of 1966. During Fall 1970, the MLA began a new statistical study to determine the extent to which higher education supports foreign language study as an integral part of the liberal arts curriculum. In the 1957 inquiry, 709 out of 836 institutions (84.8%) had a foreign language degree requirement for the B.A.; in 1960, the percentage was 85.9%; in 1966, 88.9%. In a preliminary report issued in December 1970, the current MLA survey shows that the degree requirements have been reduced or abolished in 43.5% of the institutions responding. The final report will be published in Fall 1971.

The popularity of and demand for foreign languages and literatures suggest a parallel with our national interests. With American society in a transitional stage turning away from a global perspective toward neo-isolationism, the country's citizenry ponders the place of foreign language study. Just as the national goals affect foreign language requirements in colleges and universities, the existence of a requirement is bound to influence language enrollments in secondary and elementary schools, the curriculum design, testing and placement guidelines, teacher preparation and demand, and vocational opportunities.

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* See items 42 and 47 of this bibliography by W. Lee Hansen and Robert H. Graham; and Ann Heiss, Berkeley Doctoral Students Appraise Their Academic Programs. Berkeley: Center for the Study of Higher Education, University of California, 1964 and 1967.

Compiled here are abstracts describing opinions and realities of the foreign language requirement in American colleges and universities. Included are surveys and statistical data on language enrollments; arguments for and against the study of foreign languages; the relationship of second language acquisition to the national interests; trends in foreign language testing and placement; trends and enrollments of significance for the language major; and the foreign language needs of students in professional and vocational schools. The research dates back to 1900. Most of the abstracts reflect articles which have appeared in U.S. educational journals, research reports, and a selective number of books and monographs. All of the journal titles are produced in full except for Publications of the Modern Language Association of America (PMLA), The Modern Language Journal (MLJ), Foreign Language Annals (FLA), and the Bulletin of the Association of Departments of Foreign Languages (ADFL).

The reports of the Northeast Conference on the Teaching of Foreign Languages are available for $3.75 per copy from the MLA Materials Center. ERIC documents can be purchased in microfiche or hard copy. In such instances the order (ED) number is given as well as prices for microfiche (MF) and hard copy (HC). (See HOW TO ORDER ERIC REPORTS, inside back cover).

Dolly D. Svobodny
June 1971

I. OPINIONS, ATTITUDES, AND REALITIES OF THE FOREIGN LANGUAGE REQUIREMENT.

1
Admussen, Richard L. "Trends in the Ph.D. Language Requirement." MLJ 51(Oct 1957), 346-349.

The action by the faculty at Washington University, St. Louis, Missouri, in October 1966 to curtail the foreign language requirement for Ph.D. candidates prompted the preparation of a survey to determine current trends across the nation. A questionnaire was sent to over 46 Graduate Deans belonging to the Association of Graduate Schools. Only three institutions did not respond. The poll attempted to establish (1) if major changes had taken place in the requirement during the past ten years, (2) the nature of the changes, and (3) changes being contemplated. In response to the first part, over 81% of the schools have significantly altered the requirement; half the institutions plan to make changes; and only four schools out of 43 were satisfied with their requirements. No school reported having increased its requirement. Among the changes taking place, the number of languages required had decreased (usually from two languages to one); 54% permitted departmental autonomy in establishing the number of languages required; other research tools such as computer science or statistics may be substituted; and undergraduate language training is acceptable. The poll indicates that the traditional two-language, university-wide requirement is now under heavy attack and is doomed to disappear. The criticism against the requirement has stemmed largely from the departments in the social sciences, education, and engineering. Science departments are unanimous in maintaining the requirement. The reduction in the language credits is certain to demoralize future undergraduate language learning and will certainly leave little incentive for college language study. The paramount issue is not to defend the requirement, but to establish the usefulness of language as a research tool.

2
Alden, Douglas W. "The FL Requirement. More Status Reports." ADFL Bulletin 1(Mar 1970), 5-10.

Based on a survey letter written to over 100 foreign language chairmen in October 1969 for information on the status of foreign language programs, Dr. Alden's report here includes many of the replies (88 chairmen responded) as well as an analysis and summary of the results. The findings show that nine institutions (10%) have abolished the foreign language requirement; 7 (8%) have reduced it; 10 (11%) have increased the options; 26 (29%) are attacking the requirement; 7 (8%) are discussing changes; 4 (5%) are strengthening or reaffirming the requirement; and 25 colleges (28%) report no change in the status of their compulsory courses.

3
Alden, Douglas W. "The Threat to the College Language Requirement: Implications for Secondary Schools and Colleges." ADFL Bulletin 1(Mar 1970), 11-19.

Statistics reporting a reduction in entrance and degree requirements and the actual state of the job market are indications that the foreign language requirement is in jeopardy. Three arguments commonly used against the foreign language requirement are identified and evaluated. Students should be persuaded, not required to study foreign languages, argues

a member of the opposition, while the other negative aspects involve giving the student a choice of courses, and the aversion toward foreign language study can be traced to poor teaching and poor results. The reality, Professor Alden claims, is that once the requirements are dropped, enrollments do decrease (and he cites actual cases where a 50% attrition rate was experienced); and a reduction of college entrance requirements does affect the status of foreign languages in secondary schools. Departments must work together, cautions the writer, toward improving language teaching and designing curricular innovations or the past decades of work will be nullified. Professor Alden's paper was delivered at the 1970 Southern Conference on Language Teaching held at Jacksonville, Florida, 20 February 1970.

4
Bancroft, Robert L., et al. Recommendations on the Foreign Language Requirement in the College of Arts and Sciences. Amherst: University of Massachusetts, 1969. 7p

The basic premise asserts the importance of language arts in the contemporary world as a liberating and humanistic educational experience. A plea is made for establishing a fresh approach to the foreign language requirement in two semesters or less: by providing the student with a series of options, by maintaining the universal requirement administered by the college itself, and by having the individual departments formulate more stringent recommendations for their own students. Corollary recommendations covered in the report include (1) increasing the entrance requirement from two to three years providing there is substantial improvement in the quality of secondary school instruction, (2) expanding the counseling services to explain to the freshmen the full nature and rationale of the requirement, (3) combining the rhetoric and the foreign language requirement into a single one to be called the Language Arts Requirement.

5
Bartlett, Albert Allen. "The Foreign Language Requirement for the Ph.D.: A New Approach." FLA 2(Dec 1968), 174-184.

A detailed study of the foreign language requirement for the Ph.D. degree has resulted in recommendations for a revision in its emphasis and scope. These recommendations have been adopted by the Graduate Faculty of the University of Colorado. The Graduate School now has a "communication" requirement of second-year college proficiency in a foreign language of the student's choice with emphasis on having this requirement met by courses recorded in the student's undergraduate transcript. The "tool" requirements (which may or may not be satisfied by the "communication" skill) are left totally to the individual academic departments and schools.

6
Bement, Newton S. "A Regional Examination of the Foreign Language Situation from the University Viewpoint." MLJ 24(Jan 1940), 246-267.

A study was undertaken at the University of Michigan during the year 1938-39 for the purposes of defining the foreign language situation in the schools, and for discerning the relationship between this structure and foreign language study in institutions of higher learning. The conclusions drawn would indicate that the new entrance requirements at the University initiated in 1938 have not had the expected or intended results. About 14% of Michigan's

accredited secondary schools offer no foreign language. In 1938, only 1.91% of the freshman students had not studied a foreign language, and foreign language entrance units amounted to nearly one-fourth of the total entrance credits. Recommendations are that time-gaps between high school and college work can be avoided only by having all sequences end with the twelfth grade. In cases where the student begins a new foreign language in college, his success in it varies in proportion to the total amount of his high school experience in foreign language study, but depends more specifically on the inclusion, in that experience, of a minimum sequence of three years in a single language.

7
Berelson, Bernard. Graduate Education. New York: McGraw-Hill, 1968. 60p

A brief introductory history of graduate study is followed by an analysis of the current state of graduate education in the United States. Purposes of graduate study, institutions, students, and programs are examined. The analysis and evaluation of current programs include discussions of the duration of doctoral study, the dissertation, the master's degree, post-doctoral work, the foreign language requirement, and the final examination. The concluding sections consist of a summary, commentary, and recommendations. Appendices include a bibliography, list of consultants, and other data relating to the basis of the study.

8
Birch, Cyril. Why a Foreign Language Breadth Requirement? Berkeley: University of California, 1969. 3p

A description of the "educated man" is bound to include as one of his accomplishments the knowledge of a foreign language. Foreign language study adds the cultural dimension to the breadth, imagination, and literacy of a well-developed individual. In college, language study explicitly involves the proper instructional methods. A too drastic swing toward a revolutionary audiolingual approach may have stilled the experience of acquiring another culture. Foreign language study ought to be increased in the high schools, and current college entrance requirements maintained. It is unrealistic to expect the average American student who is a product of a monolingual society to select foreign language study. A requirement is an "irksome but valuable substitute" for will power.

9
Bird, Thomas E., ed. Foreign Languages–Reading, Literature, and Requirements. Reports of the Working Committees. 1967 Northeast Conference on the Teaching of Foreign Languages. New York: The Conference, 1967. 123p

To take advantage of new information, the working committees published updated reports on reading instruction, literature in the language curriculum, and trends in requirements and placement. In an attempt to identify, discuss, and partially solve some of the problems inherent in teaching students to read a foreign language, the first report, based on the findings of the working committee headed by William G. Moulton, focuses attention on the transition and integrated approaches to reading, supplementing existing materials, and special problems of vocabulary. Highlighted in the paper developed by the second group, under the leadership of F. André Paquette, are not only a review of previous, related Conference research, but also a discussion of literature and education, experiencing literature, factors limiting the times and places for literature and other subject-related problems. In a section appendix

are a graphic summarization of the nature and sequence of the reading program proposed by George A. Scherer's 1963 Conference committee and a fragment from Martin Joos' "The Five Clocks." The final report on language requirements and placement trends, produced by John F. Gummere's committee, includes sections on standards for teacher requirements, the continuity problem, college requirements and placement practices, and graduation and advanced degree requirements.

10
Bock, Carolyn E., et al. "Means of Meeting the Shortage of Teachers," in Harry L. Levy, ed., Reports of the Working Committees. 1958 Northeast Conference on the Teaching of Foreign Languages. New York: The Conference, 1958, 60-74.

The members of the working committee state the various reasons for the low supply of foreign language teachers. Among these reasons is the failure of students to present long sequences in one language for college admission, which results in a switch to another language to meet graduation requirements. The experience in this new language is not adequate for a major or a minor nor does it lead to sufficient credits or skills for certification as a foreign language teacher. Some adjustments in foreign language requirements are recommended which would require students to continue their studies in one language. The report also describes the shortage of Latin and Spanish teachers, the problems in securing foreign language teachers, the role of the college language department in developing teacher potential, and a discussion of certification requirements.

11
Bowles, Frank H. "The Past, Present, and Future of Admission Requirements." College and University 31(Spring 1956), 309-327.

A college administrator views entrance requirements in higher education as being (1) quantitative, since requirements are a product of the relationship between secondary education and higher education; and (2) qualitative, as the enforcement aspect of the entrance requirements is determined by higher education in response to applicant supply and demand with little or no reference to attitudes and objectives of secondary education. The admission process tends to be determined by the pressure of numbers. When pressures are heavy, enforcement standards are high; when they are light, standards are low. Heavy applicant pressures tend to bring in the use of criteria that are not stated in the entrance requirements such as financial, geographical, athletic, and even psychoanalytical. A history of entrance requirements reaching back to 1630 is provided to show that college curricula closely follow social or national interests and needs. Inevitably, college instruction came to be based on high school teaching, and secondary school offerings can control entrance requirements. In the case of modern languages, the discussion gained prominence in 1860 when Greek was dropped as a degree requirement, Latin was retained, and modern languages were added to humanities programs. Latin remained as a preferred college entrance subject until 1930. World War II had a distinct effect on all aspects of entrance requirements emphasizing higher education as a valuable and important force in the nation. The author summarizes his findings by predicting two outcomes for entrance requirements: a standardized entrance test would be enforced; the subject requirements, including modern languages, would have to be stated explicitly with the assumption that eventually all requirements would be dropped.

12
Brickman, William W. "The Language Requirements for the Doctorate." School and Society 89(Oct 1961), 331.

Educators appraising the Ph.D. degree question the benefits of the dissertation and the foreign language requirement. Members of the American Association of Colleges for Teacher Education, reporting on the status of the doctorate in education, consider foreign language study to have limited functional value. While participants admitted readily to the cultural gains of languages, they declined to designate the schools of education as appropriate centers in which to foster cultural horizons. The foreign language requirement was retained (albeit unenthusiastically) on the grounds of academic respectability. Foreign languages should be required for both the Ph.D. and Ed.D. in schools of education.

13
Burgett, Jim. "Concerning the Foreign Language Requirement." ADFL Bulletin 1(Dec 1969), 23-24.

An undergraduate view is expressed in this argument against abolishing the foreign language requirement. Mr. Burgett, a senior majoring in German at Berea College, Berea, Kentucky, opposes the proposal of his college's Curriculum Review Committee to drop the requirement on the grounds that second language acquisition provides certain cultural and intellectual values to students which other disciplines do not.

14
Chambers, Dwight. "The Foreign Language Question Again." Journal of Higher Education 29(Jan 1958), 13-22.

World War II alerted America to its linguistic inadequacy. Language teachers rejoiced for the revived interest in their subjects. Rather unexpectedly and unwisely, many colleges began to reduce or abolish their foreign language requirements. Both administrators and teachers are to blame for this hostile attitude, because these educators continue to justify the language study on purely practical grounds. The pragmatic motives are examined and criticized. These reasons are tradition, discipline, research, commerce and tourism, and proficiency in English.

15
Clark, John L.D. "The Graduate School Foreign Language Requirement: A Survey of Testing Practices and Related Topics." FLA 2(Dec 1968), 150-164.

A questionnaire on doctoral level language requirements and testing practices was sent to 2,691 U.S. graduate school department chairmen in the spring of 1967. The following topics are presented from 1,604 returns: languages required or accepted for the doctoral degree, ways to meet the language requirement other than taking specific tests, the extent to which local examinations and Graduate School Foreign Language Tests (GSFLT) are used, test construction and score evaluation responsibilities within the institution, reactions by department chairmen to a proposal for new forms of the GSFLT, and opinions of department chairmen on the relative usefulness of various language learning goals for doctoral students. Results are shown for the entire group of questionnaire respondents and for respondents categorized into natural sciences, social sciences, and the humanities. Eight tables are included.

16
"College Foreign Language Degree Requirements." PMLA 71,Pt. 2(Sep 1956), xxiv.

An editorial affirms the acquisition of foreign language skills as an "indispensable element in liberal education". The nation's international responsibility will require language ability; and the MLA urges that (1) modern language study be a prominent feature of the curricula, (2) the bachelor of arts degree require of all students a reasonable proficiency in the use of at least one foreign language, and (3) that "reasonable proficiency" mean a rudimentary knowledge of the four basic skills. Institutions which may have abolished the foreign language degree requirement are asked to reconsider their educational objectives so that programs are more rewarding to the student and more meaningful to the nation.

17
"The College Requirement for Proficiency in a Foreign Language." MLJ 34(Dec 1950), 593-603.

The report presented here represents the results of an investigation of the teaching program in modern languages at Cornell University, carried on as a routine undertaking by a subcommittee of the Committee on Educational Policy of the College of Arts and Sciences. Part I of the report covers recommendations that the college-wide, proficiency requirement be retained. The subcommittee voted unanimously for the proposal (Many voted to increase the requirement rather than decrease it.), since the members feel: (1) that foreign language study has a research and cultural value, (2) that departmental requirements substituted for a general requirement would be chaotic, (3) that elimination of the requirement would lower the level of language competence. In Part II, the subcommittee members outline the aims, methods, and achievements of an experimental program for intensive instruction in modern languages which would coincide with a rigid requirement.

18
Conant, James B. The Comprehensive High School. New York: McGraw-Hill, 1967. 95p

In Dr. Conant's scheme of a comprehensive high school, foreign language study plays an important role. Since the author's recommendations for high school influence the college curricula, the findings are reported here. Believing that "a heterogeneous public school system is a vital part of our democracy," Dr. Conant recommends that school boards should be ready to offer a third and fourth year of a foreign language, no matter how few students enroll. Further, the author urges all guidance counselors to direct students toward the completion of a four-year sequence of one language providing the student has demonstrated his ability to handle the subject. The main purpose of studying a language is considered by the educator to be a mastery of that language. There are various statistical tables in the report showing the number and percentage of medium-size comprehensive high schools in which four years of certain languages are offered. The size of the school seems to determine the structure of the curriculum. Over 43% of the smaller schools (enrollment of 750 to 999 students) offer four years of French, Spanish, German, or Latin; as compared with 71.1% of the larger schools (enrollment 1,500 to 1,999) and 58.4% for those in the intermediary range (enrollment 1,000 to 1,499).

19
Conant, James B. Slums and Suburbs. New York: McGraw-Hill, 1961. 147p

In the final chapter, entitled "Concluding Observations," Dr. Conant summarizes his recommendations for solving many problems facing both urban and suburban secondary schools. Since Dr. Conant feels any reform should begin at the graduate level, or as he describes it, "the last rung of the educational ladder," his observation is cited here. Also relevant to university administrators is that the crux of Dr. Conant's discussion on the college-oriented suburbs leads him logically into examining the development of the American college, including the entrance requirement. On this score, the noted educator is against a single college preparatory program. Among the various requirements Dr. Conant would institute for graduate school entrance is "a good reading, writing, and speaking knowledge of at least one modern language."

20
Dabbs, Jack A. "Some Remarks on the Foreign Language Requirement." ADFL Bulletin 2(Sep 1970), 33-36.

The term "foreign" languages can be a misnomer in those areas of the United States where thousands of persons are born into an environment in which a language other than English is the medium of communication. In these particular situations language instruction is vital and ought to be compulsory. Also requiring all high school and college students to study languages is necessary since most counselors traditionally advise students not to enroll in language courses. An escape from the syndrome, suggests the author, is for language teachers to become guidance counselors. A more realistic approach would be to correct the ills of language courses and Professor Dabbs recommends: (1) improve teacher training and teacher quality; (2) revise and shorten text books; (3) reappraise language laboratory use; (4) revert to the former three-hour elective for language courses.

21
Dalbor, John. "A Look at Student Attitudes and Opinions." ADFL Bulletin 1(Mar 1970), 56-63.

Over 400 students at Pennsylvania State College were invited to complete a five-part, free-response questionnaire aimed at determining the attitudes and opinions students hold on foreign language study. The questionnaire was designed to elicit information as to whether or not the foreign language course was a required or elective one, the choice of language in high school, number of years studied, reasons for enrolling in foreign languages, and on whose advice the foreign language study had been pursued. The information was solicited in the Winter of 1967 from 1,549 students. Of the total responding, 81% indicated they were taking foreign languages to satisfy a requirement, and 49% of the students replied that they would still study a second language even if there were no foreign language requirement. Other conclusions drawn from the survey include: (1) 75% said they would chose the same foreign language again; (2) high school and university counselors play a minor role in student choice of a foreign language; (3) non-trivial reasons were cited for selecting foreign languages in college.

22
Dannerbeck, Francis J. "Toward a Methods Course Requirement at the Graduate Level." MLJ 50(May 1966), 273-274.

A proposal is advanced to require a teaching methods course for all language majors with the prediction that the course would be a "giant step in the pursuit of excellent teaching." It is suggested that elementary and secondary school language teachers be required to take a three-semester-hour course at the graduate level complementing fundamental courses taken at the undergraduate level. Courses should include discussions on linguistics, teaching methods, materials, instructional media, cultural context, language research, and professional services available. College teachers could benefit from a similar course.

23
Decker, Ella, comp. "Foreign Language Entrance and Degree Requirements for the B.A. Degree." PMLA 72(Sep 1957), 33-51.

The fifth revision of statistics on entrance and degree requirements is based on questionnaires sent to 1,002 accredited institutions of higher education in the United States. Of this number, 162 do not offer the B.A. degree. Of the remainder (out of 840), 704 or 83.9% require foreign language study for the degree, and 238 or 28.3% require foreign languages for entrance. About ten institutions have an entrance, and not a degree requirement. There are 713 or 84.9% of schools polled which have a type of language requirement. Many institutions without an entrance requirement accept few students without foreign language credits. Of the 550 institutions without a foreign language entrance requirement, 217 volunteered information concerning entrance expectations. In 14 of the schools covered, at least 96% of the freshmen offer two or more units; in 27 institutions, 90% do; in 51 institutions, at least 80% do; in a quarter of them, at least 78% do; and in half of them, at least 50% do. Tabulations of both requirements are listed by state and by universities. Reference is made to dates when requirements were dropped, and alternate requirements possible are indicated. The first in a series of the surveys was published in the Supplement to the September 1953 number of PMLA.

24
Deeken, H.W., comp. The Foreign Language Requirements. A Collection of Comments. Philadelphia, Pa.: American Association of Teachers of German, 1969. 46p

The National Office of the American Association of Teachers of German (AATG) has compiled a report representing the opinions of 43 college professors of German on the budding controversy surrounding the foreign language requirement. The responses providing arguments for maintaining and strengthening the requirement cover a cross section of the country. Diverse generalizations emerging from the replies explain the current trends in curricula. Most of the German professors queried are European born, and see no need to justify foreign language study except with meaningless and "superficial pragmatism." The majority of colleges and universities have already altered the requirement, while others are leaving it to the discretion of the individual departments. The attack on the foreign language requirement is part of the general trend in allowing students to choose their own studies. Language study should not be considered for its vocational value, since its importance involves its contribution to a liberal arts program. In those cases where the language requirement has been eliminated, enrollments have decreased by at least 20%. Professors further report that students polled find language study to be the "most tedious, time consuming, and dissatisfying experience of their careers." Two institutions (Cornell and the University of New Hampshire) assert that the best defense for retaining the requirement came from the departments of history, English, physical sciences, and music, and not from the language divisions. The

unanimous conclusion is that the requirement will disappear (despite its actually being increased in some quarters), and French will be the only foreign language to maintain itself. A Yale University chairman believes that "the movement to a monolingually educated society, which Deweyism threatened two generations ago, would be accelerated."

25
De Gaetano, Armand L. "The Controversy on Group Requirements for the Degree in Liberal Arts." MLJ 52(Apr 1968), 223-224.

The present trend toward maintaining a liberal education by curtailing or eliminating the group requirements ignores the true nature of a liberal arts education. A liberal arts program is a practical one, not so much in terms of material gains as in the intellectual, moral, and spiritual benefits derived. A liberal arts education should help prepare the individual to better understand and appreciate humanity's highest achievements. Language can be a vehicle to such indispensable knowledge, revealing the most human qualities of our species, and serving as weapons against prejudice. Liberal arts colleges should not try to compete with trade and professional schools where special skills are taught more effectively. The group requirements in languages, mathematics, and science should remain an integral part of the liberal arts program. No watered-down or concocted trade school subjects ought to be substituted.

26
Dickman, Adolphe J. "The Foreign Language Requirement in the Liberal Arts College. A Justification." MLJ 31(Oct 1947), 335-342.

Hard-pressed to understand why the foreign language requirement must constantly be the target of attack, the author prefaces his stand by establishing that "languages are strictly a liberal arts requirement in the United States," and as such should be discussed by the faculty of the liberal arts colleges, and not dictated by pressure groups from technical schools. The opinions of leading educators of the day including such notables as James Bryant Conant, Nicolas Murray Butler, and editors of the Harvard Report are drawn upon to support the validity of the foreign language requirement as an integral part of a liberal arts education. The future of foreign language classes, as well as other courses in the humanities spectrum, is threatened by the popular tendency toward vocationalizing advanced education. Cultural values outweigh all practical considerations.

27
Dressel, Paul L. "General Education Looks at Foreign Language." School and Society 77(Mar 1953), 164-168.

Faculty members of 19 colleges and universities associated with the American Council on Education's "Cooperative Study of Evaluation in General Education" were polled for opinions and attitudes on the role, or lack of one, of foreign languages in the general education program. The distinction is made between general education as being a two-year course of study and liberal education as a four-year plan culminating in the granting of a degree. Of the 92 responses received, the conclusions indicate that general-education faculty members are inclined to: (1) dispel the notion of language proficiency as an invaluable disciplinary and cultural aid, (2) view foreign language study as valuable only to a limited segment of the

students, (3) consider the foreign language requirement as an impractical method of understanding other cultures and one's own language, (4) regard foreign language instruction as inferior and most foreign language teachers as indifferent to the needs of the students and unwilling to alter their methods or objectives.

28
Dusel, John P. "Implications Regarding Possible Elimination of Foreign Language Requirements in Colleges and Universities: General Observations on the Results of a Survey Taken in Fall, 1969." ADFL Bulletin 1(Mar 1970), 19-21.

The National Council of State Supervisors of Foreign Languages conducted a nationwide survey in late 1969 for information on the college and entrance requirements in foreign languages, and from 40 responses received these results were obtained: 21 states and Guam showed no recent change in foreign language requirements although five (Hawaii, Maryland, Minnesota, Texas, and Pennsylvania) stated that the topic is being discussed; three states did not have the information; and 16 state foreign language supervisors submitted detailed answers attesting that changes have been made. Mr. Dusel elaborates on the findings by declaring in his paper that (1) the threat to the foreign language requirement will affect all American students, (2) foreign language teachers and administrators are aware of the crisis, (3) flexibility in choosing courses should not be given to students at the expense of foreign languages, (4) college students' rebellion against academic requirements could be directed to the poor teaching in the elementary and secondary levels, and (5) the removal of the required courses could pose an unprecedented challenge to the foreign language profession.

29
Dusel, John P. "Why the FL Dropouts?" Northern California Foreign Language Newsletter 14(May 1966), 5-7. (MF-$0.65 HC-$3.29 ED 010 723).

A "course dropout" is a student who drops his study of a foreign language after two years in high school. He fulfills his minimum foreign language requirement for college entrance, but does not have a sufficient mastery to be effective in the language arts. The tremendous attrition rate among secondary school foreign language students has many causes; inconsistent teaching methods, poorly trained or unenthusiastic teachers who do not encourage students to enroll in elective advanced classes, bad class programming, and unwise counseling are only a few. Perhaps the chief cause is the false assumption that proficiency can be achieved in two years of high school, although it is known that fluency increases only with continued language study and practice. Certain measures are needed to curtail the attrition rate and to encourage courses of language study that begin in the sixth grade and continue through high school.

30
Edgerton, William B. "A Response and Possible Solution to the Lowered FL Requirement at Indiana University." ADFL Bulletin 1(Dec 1969), 19-20.

One solution to the foreign language requirement would be to offer two kinds of undergraduate degrees. One of the degrees would be a strong Bachelor of Arts degree awarded to those students who follow a genuinely liberal education by demonstrating a proficiency in foreign languages, and a second type of degree could be a diluted B.A. not requiring language

study. The bachelor of arts language curriculum should be an extension of languages learned at the elementary and secondary levels. The study of a first foreign language should not have a place in the program of any college student. Indiana University's program of language development, begun in 1962 and supported by the Ford Foundation and Carnegie Corporation, is described.

31
"Editorial: Against Insularity." ADFL Bulletin 1(Dec 1969), 4.

On the issue of the foreign language requirement, there are varied opinions and unpolarized middle views. While diversity of opinions can reflect the broad range of the American educational system, it can also divide a profession. Communication, participation, and professionalization are three types of activities foreign language chairmen are urged to promote in order to prevent such insularity.

32
Engel, E.F. "Why Do Not College Students Continue the Foreign Languages Begun in High School?" MLJ 16(Dec 1931), 500-503.

The author analyzes the responses of 666 students at the University of Kansas to a questionnaire asking reasons for changes in foreign languages. The information requested was the name of the high school, the foreign languages studied in high school and the number of years in each, the foreign language being pursued in college, and a statement of reasons for the change in language, if any. The main reason why college students do not continue the language begun in high school is the alleged poor preparation received in high school. Almost 75% of the discontinuations apply to Latin. Some inducement should be given to have students continue their language training in college. The recommendation is that the foreign language entrance requirement should be strengthened.

33
Eoff, Sherman. "Literary Reading and the Foreign Language Requirement." MLJ 36(Feb 1952), 96-98.

One positive outcome of the foreign language requirement issue is the reevaluation of current language programs imposed on classroom teachers. Many teachers do subscribe to certain ideals and objectives in language study but neglect the same ideals while teaching. One such ideal is the "reading knowledge requirement." The reading of literary compositions has a functional value in the educational development of students. In literary readings the individual is more likely to personalize situations and share in them emotionally. Literature ought to be "an extension of one's social and moral relationships." Most universities grant a B.A. degree with no literature requirement beyond a single one-semester course. Since most liberal arts programs have such meager literary demands, foreign language study is especially important. If there are B.A. degree requirements in foreign languages, the language programs should include a generous amount of literary offerings.

34
"FL Requirement at the University of Colorado." PEALS (Colorado Congress of Foreign Language Teachers) 10(Feb 1970), 6.

A new rule, increasing the foreign language entrance requirements and liberalizing foreign language graduation requirements, has been adopted by the faculty of Colorado's College of Arts and Sciences. Beginning in the Fall of 1972, all freshmen will be required to have completed at least a Level II foreign language course in secondary schools. The new ruling will have college-wide repercussions, since five out of six freshmen at Colorado enter the Arts and Sciences College. The other two Colorado University divisions accepting freshmen–engineering and music–do not have any foreign language requirements. Bachelor degree candidates will need either a Level III course in high school or one semester in college in addition to the entrance credits. According to the college's officials, the requirement was revised to encourage foreign language study at an earlier age.

35
"FL Requirements: More Status Reports." ADFL Bulletin 2(Dec 1970), 42-43.

Status reports on the entrance and degree requirements in foreign languages are quoted from the University of Connecticut, Queens College, Vassar College, Thiel College, Mansfield State College, Gettysburg College, Florida Technological University, The University of Alabama, George Fox College, Kenyon College, Baldwin-Wallace College, DePauw University, Oakland University, Blackburn College, and Rice University. Almost all chairmen report an alteration in credit obligations.

36
"Foreign Language Entrance and Degree Requirements." PMLA 68,Pt. 2(Sep 1953), 40-55.

About 60 years ago, 11% of the American colleges and universities had no foreign language requirement for entrance. By 1922, the percentage had climbed to 30% (153 of 517 institutions polled). In 1952, questionnaires were sent to the registrars of 767 institutions; of those surveyed who responded, 639 or 83.3% have a degree requirement, and 231 or 30% have an entrance requirement. The present study lists the findings by areas, states, and institutions. Many of the institutions have no foreign language requirement but persuade their students to pursue language study.

37
"Foreign Language Entrance and Degree Requirements." PMLA 71,Pt. 2(Sep 1956), 49-70.

Statistical data colleged from questionnaires sent to registrars of colleges and universities set forth the percentage of institutions having a foreign language entrance and degree requirement. The analysis is the fourth revision of statistics based on information received from the major institutions listed in the 1952 American Universities and Colleges. The study was first published in the September 1953 Supplememt, PMLA. Of 979 institutions listed in the present study (as compared to 767 institutions in the previous), 149 do not offer the B.A. degree. Of the 830 institutions offering the B.A., 694 (83.6%) require foreign language study for the degree, and 254 (30.6%) require foreign languages for entrance. There are 12 institutions with no formal degree requirement, but with an entrance requirement increasing the total number of institutions with language requirements to 706, or 85.1%. Many institutions do not have a general foreign language degree requirement, but will have one for students in many major fields. Other institutions will not accept students without foreign language credits. Of 550 institutions without a foreign language entrance requirement, 217 provided the following information. In 14 institutions, at least 96% of the freshmen offer one or more units; in 27

institutions, at least 90% do; in 51 institutions, at least 80% do; in 25% of them, at least 78% do; and in half of them at least 50% do. A tabulation by state and by institution provides the conclusion that many more institutions retain the foreign language requirement for the B.A. than was generally assumed in educational circles. According to the compiler, the trend seems to be "for" rather than "against" foreign language study.

38
"Foreign Language Requirement for Fulbright Applicants." PMLA 68(Jun 1953), xiv.

The Institute of International Education strongly urges prospective applicants to include language study in their academic training. No restrictions are placed on candidates without foreign language fluency, but IIE's Conference Board Committee feels that such students' potential to profit from research abroad is limited. While many universities in the Orient and the Middle East allow Fulbright recipients to lecture in English, almost all European centers of learning want the lectures to be presented in the native language.

39
"The Foreign Language Requirement: More Status Reports." ADFL Bulletin 1(Dec 1969), 9-11.

A random sampling of colleges and universities begun in the September ADFL Bulletin is continued. Views from eleven departments are represented. An "anti-all requirement sentiment" pervading campuses is having its effect on foreign language requirements. Antipathies are reducing or removing both entrance and degree requirements. One faculty claims that the abolition of prerequisites would decrease the first year enrollments by 35-50%. The teachers would be anxious and discouraged; high school foreign language enrollments would fall off by 60-75%; and general education would deteriorate. Various universities report no change in the requirement status, but almost all indicate the curriculum is under attack.

40
"Foreign Language Requirements for the Ph.D.: An Editorial." FLA 2(Dec 1968), 148-149.

The ever-changing attitude toward the Ph.D. foreign language requirement is noted. Teachers and department chairmen are urged to become involved in this vital issue. Reference is made to the examination of the Ph.D. in English by Don Cameron Allen and the significant meetings currently being planned. (See item number 242 of this bibliography.)

41
Fuchs, Gustave Otto. "Standards and Practices in Administering the Modern Language Requirement for the Degree of Doctor of Philosophy." (Unpublished dissertation). Lincoln: University of Nebraska, 1932. 59p

An investigation of the standards and practices followed in administering the modern foreign language requirements for the Ph.D. degree contains special reference to these questions: (1) What are the standards and practices as revealed by the catalogues of the graduate schools of 64 institutions in America and by replies to questionnaires sent to 108 departmental chairmen in the United States, 14 institutions in France, Germany, and Great Britain, as well as by interviews with 24 members of the faculty of the University of Nebraska

who received Ph.D. degrees from the above-mentioned schools?; (2) How do the practices in the field compare with those in theory?; (3) What are the skills to be tested in order to determine the degree of proficiency in French and in German that is sufficient for purposes of research?; (4) What is a feasible procedure for acquiring "proficiency" in a foreign language? A set of data relative to practice in 64 American institutions, including 108 departments, was checked with the following conclusions: (1) Language examinations should be taken at least one year prior to the award of the degree; (2) The tendency is to adhere rather rigidly to requiring French and German, whether these languages are specified or not; (3) "Although a substitution may be made for French or German of a language designated by the major advisor as more useful, there seems to be a tendency to demand in addition to French and German, proficiency in any other language which the candidate may need for his particular field;" (4) In 50 of the 64 institutions, the language department administers the requirement wholly or in part; (5) "There is no standard of preparation for the examinations, the concensus of opinion being that it is purely an attainment test not based on time requirement." Preparation ranges from self-tutoring to forty hours of preparation in one or both languages; (6) The nature of the examinations and the factors determining "proficiency" sufficient for purposes of research could seldom be determined from catalogue statements. "Purposes of research" would seem to mean ability to read in the major field, since material for the test is usually selected from the major subject. No common practice can be found as to the method for judging proficiency, although the most popular criteria are comprehension, free translation, and literal translation tests; (7) In France every candidate for the Ph.D. must have a fair mastery of two languages. The candidate for the degree of doctorat de l'université, usually awarded to Americans by the university, not by the state, requires an A.B. and asks no questions concerning language proficiency. On the other hand, candidates for the state degree, doctorat de l'état, must meet strict language requirements-in letters, law, and medicine: Greek or Latin and a modern language; in science: two modern languages. In Germany the foreign language requirement is printed in the catalogue regulations and is uniform throughout all the universities in the country. While there is no statutory requirement, the uniformity results from following the lead of the university of Berlin, which demands at least two, and in some cases three, languages for the doctorate. In Great Britain, while there is no statutory regulation, it is probable that no candidate would be "allowed" to complete his dissertation without a knowledge of two languages. As a procedure for attaining a reading knowledge of a foreign language, the writer recommends the one in force at the University of Nebraska, as initiated by him in the College of Agriculture in 1929. The course (thirty weeks, sixty periods), which stresses reading for comprehension and inductive grammar, is based on such materials as Edgren's French Grammar, Lavisse's Histoire de France, Greenfield and Babson's Industrial and Scientific French, Vander Beke's French Word Book, and Cheydleur's French Idiom List. While the class was small, the writer reports success with the procedure. A list of the schools considered, the questionnaires sent to heads of departments, an unclassified list of statements in regard to satisfaction of language requirements, and a bibliography complete the thesis. While the writer's conclusions concerning the need for a more specific statement of requirements in language proficiency and for regularly scheduled examinations are justified, one questions whether the effort to compile such a study as this is rewarded by the results. It is true, however, that if such studies aroused faculties of graduate schools to administer the foreign language requirement more uniformly and test its fulfillment more searchingly, the requirement would have real meaning in the candidate's research instead of being regarded as a mere hurdle, which is now too often the case.

42
Graham, Robert H., and W. Lee Hansen. Footnotes and Foreign Language Requirements. Madison: University of Wisconsin, 1968. 35p

An investigation conducted by the Department of Economics at the University of Wisconsin seeks to test the validity of the foreign language requirement. Students working toward a doctoral degree are compelled to demonstrate some competence in reading in at least one, and frequently two foreign languages. The extent to which students use foreign language skills in writing their dissertations, the actual costs involved in fulfilling this requirement, and the underlying premise justifying compulsory study are the main ingredients of the scrutiny. Of 562 doctoral dissertations accepted by the university in 1966, a sampling was made on the basis of 225 dissertations written in 15 departments. The principal discovery is that only 6.5% of all Ph.D. dissertations have foreign language references. Researchers conclude further that 74% of the students and 65% of the faculty rarely, if every, use their foreign language skills. Other results are: (1) the physical science dissertations show the highest proportion of foreign language sources, and physical scientists' use of foreign language skills is greater than that of humanists or social scientists; (2) physical scientists read almost exclusively in French and German, while social scientists choose Spanish and humanists are divided between Spanish and Russian; (3) most Ph.D. programs, as a result of the foreign language, are prolonged by at least 3.6 months; (4) the costs incurred in fulfilling this requirement, based on 1965 data, of $1.5 to $2.0 million dollars for the 562 Ph.D.'s are reduced to $2,500 per degree for physical scientists, $3,500 for social scientists, and $4,400 for humanists. The overall conclusions reached are that there is no justification for the foreign language requirement, and that, in fact, the requirements may be unproductive and even counter-productive with reference to academic research, serving only an immediate need to fulfill the graduate requirements. There is a general plea to re-appraise the requirement, since specialization in our society has minimized the "culture generale" concept. The choice of language should be left to the student in consultation with his advisor. French and German are no longer shown to be superior, but neither should Spanish or Swahili usurp other languages which could be pertinent. A foreign language requirement could only be effective if languages were taught more extensively in the earlier grades. Elaborate tables of statistical data and a selected bibliography are presented to substantiate the findings.

43
Gummere, John F., et al. "Trends in FL Requirements and Placement," in Thomas E. Bird, ed., Reports of the Working Committees. 1967 Northeast Conference on the Teaching of Foreign Languages. New York: The Conference, 1967, 103-115.

The working committee of the Northeast Conference offers ten key propositions concerning standards of preparation of foreign language teachers, foreign language requirements for college admission and placement, graduation, and for Ph.D. candidates. Recommendations on the language requirement are that colleges should insist upon a foreign language entrance requirement which can readily be utilized by language departments for placement purposes; a national test is needed which examines the college FL requirement and includes cultural training; mastery of one foreign language should be demonstrated before graduate work begins.

44
Hadlich, Roger L., et al. "Foreign Languages in Colleges and Universities," in George Fenwick Jones, ed., Reports of the Working Committees. 1964 Northeast Conference on the Teaching of Foreign Languages. New York: The Conference, 1964, 37-57.

A strong indictment is made of undergraduate programs, whose requirements and practices have been influenced by the specific needs of the graduate school. Consequently,

the undergraduate program affects secondary school curricula adversely, directing teachers and students away from mastering language skills. Seven recommendations are advanced calling for an alteration in requirements and course scope.

45
Hagiwara, Michio P. "Data on the Foreign Language Requirement: Fall 1969." ADFL Bulletin 1(Mar 1970), 22-24.

A listing by institution is given of the specific B.A. entrance and degree requirements in foreign languages now in effect at 75 universities, public and private. A second list offers only the graduate requirements at 47 institutions. Most of the universities participating in the survey grant college credits if the student can demonstrate language proficiency equivalent to the level specified on a placement test. While many of the universities do encourage foreign language study, only 21% have a definite entrance requirement expressed in units of high school study pursued in one language.

46
Hagiwara, Michio P. "A Survey of Foreign Language Staff toward the Language Requirement." Foreign Language Courier (University of Michigan, Department of Foreign Languages) 42 (Jun 1969), 22-57. (MF-$0.65 HC-$3.29 ED 029 157).

In the 1968-69 controversy over the foreign language requirement for the B.A. degree in the college of Literature, Science, and the Arts of the University of Michigan, the college faculty chose a compromise solution to the policy in practice since 1954 of a required four-semester study of a foreign language with placement testing. Policy alternatives and modifications resulting from at least eight different proposals included: (1) automatic exemption from the two-year requirement for entering students who had completed four years of language in high school, (2) an alternate "reading track" for students not wanting other language skills, (3) a student option to a pass-fail grading system, and (4) liberalization of administrative policy.

47
Hansen, W. Lee, and Robert H. Graham. The Foreign Language Imbroglio in Graduate Education. Madison: University of Wisconsin, 1968. 43p

Much of the student unrest current on American campuses stems from discontent with the university curricula and the "unreality" of many of the educational programs. The cry for contemporaneity is not a new cause, and neither is the criticism of the many issues. Rather, the increasing pressure to make changes renews the controversial debate on many compulsory programs. Among those under attack is the Ph.D. foreign language requirement which traditionally compels a reading knowledge of two foreign languages, and ordinarily is justified on professional and cultural grounds. The uniform requirement was dropped at the University of Wisconsin in 1966 and reduced to a departmental one-language requirement. The present study, based on questionnaires sent to faculty members, tried to determine the extent of foreign language knowledge, its acquisition, and its use among the teachers. The framework of the report was to compare the costs of the requirement with the benefits produced by it. Nine pages of statistical tables explore the various percentage distributions, and an extensive history of the requirement incorporates introductory remarks. An assessment of the requirement would indicate that the more prestigious the university, the stronger support given to professional over cultural objectives. For this reason, the researchers

limit their analysis to the professional objective so they can best scrutinize how the past requirement enhances productivity. On this basis, language skills are viewed as research tools and a primary concern is an investigation of the reading skills. The overall conclusion is that the Ph.D. foreign language requirement costs substantially and produces negligible results. From the findings, it is clear that physical scientists begin language study earlier, spend less time in graduate school on language, meet the requirements with less difficulty, lead in post-Ph.D. language learning, and profit the most from their language competence. For persons in the other two areas (social sciences and humanities) the benefits are too low to justify the costs. Therefore, declare the researchers, there is no justification for a fixed, university-wide, foreign language requirement. Suggested research would center around questions resulting from the study, such as the relevance of significant scholarly work actually published in foreign languages, the effectiveness of existing translation services, and the extent of students' need to use languages in their graduate study. Finally, concludes the research, it is difficult to assess how much desire to maintain standards and the status quo has contributed to the "foreign language imbroglio."

48
Harris, Julian E., et al. Foreign Language Teaching in College--A Set of Recommendations and Some Workpapers. New York: MLA, 1961. 34p (MF-$0.65 HC-$3.29 ED 003 951).

Recommendations and work papers developed during a two-day conference in 1961 were reported. Recommendations were made on (1) the use of the foreign language in the first- and second-year college classroom, (2) the foreign language major, (3) college teacher qualifications, (4) time necessary for mastery of the basic skills, (5) study abroad, and (6) degree requirement. The work papers dealt with (1) using foreign language in the classroom, (2) a basic course in modern foreign languages, (3) suggestions for a new foreign language program for college freshmen with four to ten years of language study, (4) program for the foreign language major, and (5) training the new college instructor.

49
Hartwig, Hellmut. "Teaching Advanced Language: What the Colleges Expect of the High Schools." MLJ 53(Nov 1969), 485-491.

A well-organized articulation program, and compliance with and preparation for the foreign language entrance requirement, offer the high school and the college mutual benefits. Colleges can expect high schools to run an acceptable "foundation program" patterned after a solid two-year curriculum, thereby automatically relieving all college professors of teaching the basic language courses. High schools, in return, can be assured that colleges will not refuse credits for basic courses completed at the secondary level. The pertinent question remains not "how" but "why". Foreign languages are learned to sharpen wits and reinforce English skills. The establishment of the Association of Departments of Foreign Languages (ADFL) by the Modern Language Association of America (MLA) in September 1969 can summon the necessary support.

50
Hinkle, L.E., and I.O. Garodnick. "Reading Knowledge Requirements and a Translation Service." State College Record (North Carolina State College of Agriculture and Engineering) 39(May 1940), 5-18.

An investigation made by the Department of Modern Languages at the North Carolina State College evaluates the current preparation of graduate students in non-language fields to use and maintain foreign language skills in research. Of 583 questionnaires sent, about 330 replies were received from 68 deans, 119 teachers and heads of language departments, and 143 former graduate students. The results indicate a wide disparity in the concept of what constitutes a good reading knowledge of a foreign language. A majority of respondents seemed to consider the definition of a reading knowledge a variable one, and one which can be adjusted to suit the case in hand. However, little diversity is evident in reply to the question as to how to determine such knowledge, the almost universal recommendation being "by examination." In 51 of the 68 institutions, the language department gives the examination, in 15 the student's major field gives the examination, while in two a special committee provides for this examination. In most institutions, any graduate student may take the examination, since 75 teachers report that their institutions require no preliminary language training for eligibility to the examination, 24 mention one college year of language, and only nine report a two-year college language requirement. Graduate students reported a wide range of preparation for the examination, ranging from as little as one to three hours of private study to as much as two years of college in less than 50% of the cases. The writers of the report find that the absence of specific requirements results in general inadequacy of preparation and failure to achieve real reading ability. The writers found that most college language departments assume an ability to read the foreign language in question and devote major emphasis to an "appreciation of the literature and other of the finer elements of the civilization of the languages taught." Hence, very few "practical" courses are offered, and two-thirds of the deans reported that in the language departments of their institutions students were not encouraged to read and abstract foreign-language publications bearing on their major fields. Although opinions coming from schools of engineering, education, law, and commerce stated that language departments fail in regard to the "efficacy in the practical field of activity," many teachers felt that such work is not properly the function of the language teacher. Answers from graduate students indicated a general tendency to let reading knowledge "slide into limbo after graduation," a situation attributed to inadequate instruction at the elementary level directed toward actual use of the language in the major field. The average graduate indicated a rudimentary reading ability at least 150% greater than foreign-language reading ability, many stating as high as a 500% margin. A brief section of the article is devoted to a description of the efforts of the department in question to put into practice its belief in the principle that the "chief function of languages in connection with graduate work is that of an instrument" which can be used for broadening student knowledge and interests; that the primary aim of language instruction, especially for graduates, should be reading skill; and that reading ability is a definite and uniform achievement which can best be attained in connection with major interests and best measured by ability to understand and express exactly and precisely in an English translation what is written in the foreign language. Classroom work in the North Carolina State College is based upon scientific literature of recent publication, and students are required to work on translation projects related to their major subjects. On satisfactory completion of one or more projects of "adequate length and sufficient merit," the language department awards a certificate of reading ability. This "translation service" is used by faculty members and is the object of much interest on the part of both students and faculty. Students holding the certificate have been able to fulfill without difficulty requirements of other institutions.

51
Hudson, N. Paul. "The Place of Foreign Languages in Study for the Doctoral Degree." Graduate School Record 1(Apr 1948), 1.

Those in society who have had the privilege of an advanced education are responsible for communicating the results of their work. An effective use of communication should be a prime intellectual objective. A study of foreign languages can usher in and maintain proper channels of communication. The knowledge of a foreign language has been a traditional requirement for the Ph.D., and in educational circles this requirement has been justified for its practical application. Therefore, foreign languages ought to be required for both admission and graduation–for these reasons and also for its possible contribution toward scholarly development, and as a bulwark against cultural isolation.

52
Jakobovits, Leon A. "Research Findings and Foreign Language Requirements in Colleges and Universities." FLA 2(May 1969), 436-456.

This report summarizes earlier reviews on research findings in FL teaching and outlines those principal conclusions which seemed to the writer to have the most adequate empirical justification. Five major topics are discussed: teaching methods in FL instruction, FL aptitude, the attainment of FL proficiency, the effects of motivation and interest in FL learning, and the goals and benefits of FL study. Nineteen conclusions are presented and their implications for FL teaching are discussed. Several recommendations for changes in the college FL curriculum are included.

53
Karsen, Sonja P. "Report of the Committee on College Foreign Language Requirements." New York State Language Federation Bulletin 11(Apr 1970), 9-11.

In 1957 when Professor William Riley Parker raised the question of "Why a Foreign Language Requirement?", many U.S. colleges and universities had reversed an earlier (1930-1950) trend abolishing degree and entrance requirements in foreign languages. Now almost 20 years later, after language study has ascended at both the college and high school level, the tendency once again is to forego the course requirement. A group of language teachers in New York compared the present status requirements in the state, and reported on their conclusions. The majority of Empire State institutions require from two to four years of foreign language study. Other colleges ask for two years of a second language for entrance. The State University of New York (SUNY) at Plattsburg, SUNY at Stonybrook, and Pace College in New York City, in line with 50% of other American universities, do not have any language entrance requirements. Six of the institutions (Fordham, Barnard, School of General Studies at Columbia, SUNY at Binghamton, Pace and Elmira) with the most concentrated foreign language degree requirements also insist on specific literature and culture courses in addition to the language classes. Three colleges (Skidmore, Marist, and Pace) waive a degree requirement if students achieve high scores on the placement test or the College Board Entrance Examination (CEEB). The Committee recognized that the current attack on the foreign language requirement will continue and that the reaction will have to be an improvement in the quality of teaching, development of programs better adapted to students' level of preparation, and wider flexibility in existing programs.

54
Kimmich, Flora. "The End of the Requirements: A New Era for Foreign Language Departments." ADFL Bulletin 1(Dec 1969), 27-28.

The attack on the foreign language requirements evokes broad skepticism about the validity of all required courses. Students oppose foreign language study because they feel the instruction is inferior and the courses are not relevant to their needs. Three possible rejoinders to the students' wishes for the abolition of the courses involve: (1) ignoring the student pressure, (2) reducing the requirement and enlarging the offerings of literature in translation, or (3) improving the overall quality of the language programs. The final alternative is offered as the most feasible.

55
Kline, Walter D. "A Look at a Foreign Language Department without a Language Requirement." ADFL Bulletin 1(May 1970), 24-28.

The inevitable reduction of the foreign language requirement need not usher in an era of gloom and despair. Instead, it could bring a resurgence of creative and imaginative innovations in teaching. This note of optimism is from a professor whose own college has never had a requirement but has maintained a sizeable language enrollment. Greater student involvement, relevance, contemporaneity, identifying past literatures with today's youth, an integration of language courses with the ethnic studies program, and a reshaping of instructional materials to cover social, psychological and emotional patterns of a foreign culture are the specific suggestions proposed.

56
Koch, Ernst. "Language Requirements and Language Aims." MLJ 33(Oct 1949), 458-462.

A presentation of the foreign language requirements in higher education based on 335 of the 1949-50 college catalogues affords a view of what is happening to languages in the curricula. There is a definite trend toward reducing both admission and graduate requirements. The bulletins, representing private and public institutions, show that over 52% of the colleges either have no requirement or a very flexible policy supporting a meager requirement. Almost 34% of the institutions require a minimum of two years of one language, and 14% offer alternatives. The same tendency toward flexibility in the matter of admission requirements is reflected in the degree credits necessary for graduation. There are 46 out of 82 institutions (56%) requiring two years of college language work plus two years of high school instruction. Seventy-six (23%) of the schools surveyed permit a placement test to satisfy the requirement, and over one half of these (65% of 70) allow course work credit based on the examination. Thirty-one schools (61% of the total polled) allow a functional substitution. If the described trends continue, an ultimate withdrawal of all foreign language requirements can be expected. The fulfillment of the prediction would call for marked improvement in the foreign language instruction offered.

57
Lane, Harlan. "Why Is College Foreign-Language Instruction in Trouble? Three Dozen Reasons." ADFL Bulletin 1(Sep 1969), 10-13.

Many of the attacks on the foreign language requirement are made in the context of general charges and criticism directed against the profession. Some of the attacks come from language specialists themselves. This article summarizes some of those opinions and lists some reasons why the foreign language requirements are inadequate. Dr. Lane, Director of the Center for Research on Language and Language Behavior, University of Michigan, compiled the negative opinions, and they do not necessarily represent his own views.

58
Lederer, Herbert. "Give the Customer What He Wants or How to Do Away with Foreign Language Requirements." American Association of University Professors Bulletin 44(Sep 1958), 761-763.

The enactment of the National Defense Education Act in 1958 fostered a renewed interest in foreign language study and elevated the discipline to a respectable level. Any justification for the language requirement can only be evaluated by its contribution to the central philosophy of education advocated. The practical benefits of second language learning may be manifold, but the true function of language study is to free individuals from the prevailing linguistic and cultural provincialism. It is the responsibility of educators to stop "spoon feeding" young people, and, instead, to help them acquire a sound education. A foreign language requirement can only be defended on these grounds. Otherwise, language study should be an elective along with typewriting, driver education, and social dancing.

59
Levy, Harry L., et al. "Appendix A. College Foreign Language Degree Requirements," in Frederick D. Eddy, ed., Reports of the Working Committees. 1959 Northeast Conference on the Teaching of Foreign Languages. New York: The Conference, 1959, 61.

The policy statement of the Foreign Language Program of the Modern Language Association of America is accepted as feasible by the Committee on Resolutions. Foreign language teachers of 706 liberal arts colleges in the U.S. go on record as favoring foreign languages as an indispensable element in liberal education, and recommend (1) that the minimum B.A. degree requirement expect all students to demonstrate a reasonable proficiency in the use of at least one language rather than complete any set term of courses or credit hours, and (2) that this proficiency be defined as a knowledge of the rudimentary skills.

60
Locke, William N. "Effective Preparation for Graduate Language Requirements." MLJ 34(Nov 1950), 527-536.

Advisors in technological schools degrade foreign language study by shifting their science-oriented students to other areas. The result is that many college graduates in the U.S. have no foreign language experience. Yet, many colleges expect their graduate candidates to demonstrate a reading knowledge of a foreign language. The existing chaotic conditions surrounding the foreign language requirement between departments or institutions must be alleviated by centralizing and standardizing the requirement. The ideal solution would be for students to be given exactly what they will need. The requirement in effect at the Massachusetts Institute of Technology is discussed.

61
Love, William, ed. "Foreign Language Requirements." Washington Foreign Language Program Newsletter (Sep 1970), 1-10.

A listing of foreign language requirements in various departments of Washington colleges and universities is coupled with the plea that teachers, administrators, textbook publishers, and professional organizations unite to devise courses that are relevant and stimulating.

62
Lund, Gladys A., and Nina Greer Herslow. Foreign Language Entrance and Degree Requirements in U.S. Colleges and Universities, Fall 1966. New York: MLA, 1966. 60p (MF-$0.65 HC-$3.29 ED 013 358).

This report provides current statistics on entrance and degree requirements in institutions of higher learning that grant the B.A. degree. The compilation of tables is an expansion of three earlier studies conducted by the Modern Language Association of America during 1957, 1959, and 1960. The present study surveyed 1,158 institutions in 1965-1966. In 1,030 or 88.9% of these institutions, a knowledge of foreign languages is a requirement for the degree. Between 1957 and 1966, the number of colleges requiring foreign languages for admission increased from 238 to 389, or from 28.5% of the total number in 1957 to 33.6% in 1966. College registrars in 1954 reported that 43% of the public high schools offered courses in modern foreign languages, whereas in 1964 the percentage had increased to 72%. Also, foreign language chairmen indicate that enrollments in intermediate and advanced language courses have increased since 1960. Where the foreign language requirement does exist, the compulsory course credits are set typically at two high school units for admission and at two years of study in college for the B.A. degree.

63
Mallon, Wilfred M. "Modern Language Requirements in Arts Colleges." Journal of Higher Education 22(1951), 324-328.

The results of an inquiry undertaken to determine the practices of colleges in administering the foreign language requirements are reported. Also studied were (1) required hours per week of elementary and intermediate language courses, and (2) policies governing the use of proficiency examinations as opposed to credit-hours for fulfillment of the requirement. A questionnaire seeking pertinent data was sent to over 130 colleges (most of them in the Middle West) with some 100 of the institutions responding. A general conclusion is that the foreign language requirement is a common problem. There are at least 61 colleges requiring foreign languages. Only six schools reported having a partial requirement, and no college is without some type of requirement. The administrative problem involved entails the proper credit due for high school language study.

64
McCrary, William C. "The Foreign Language Requirement." MLJ 44(Jan 1960), 21-23.

A justification is made for the existence of the foreign language requirement by relating it to pedagogical objectives of the general liberal arts program designed to awaken new intellectual interests in the student. Purely skill-oriented requirements belie a confusion of purpose with training, and if the language course is to be meaningful to the student, intellectual and humanistic values must prevail. For this reason, the author argues for the study of literature in language courses. As a first step, Mr. McCrary outlines a program of study for college students to help them achieve the educational objectives of the required foreign language studied. During the first year, the student should be subjected to skill acquisition, and the following years a concentration of literature and culture-civilization courses should be offered.

65
Mildenberger, Kenneth W., comp. "The FL Requirements: Some Status Reports." ADFL Bulletin 1(Sep 1969), 7-10.

Sample reports from fourteen colleges and universities on the status of the foreign language requirements are covered. The excerpts deal almost exclusively with the degree requirements. Colleges listed represent all sectors of the country. Almost all the arguments directed against the requirements are part of a broader attack on all required courses. In those cases where the requirement is being curtailed, the requirements will be left to the discretion of the individual departments. If the present trend to modify the requirements continues there will be an inevitable reduction of enrollments, a decrease in faculty and graduate assistants, and a considerable reduction in the size and diversity of the graduate programs. Faculty members feel that the complaints are against the overemphasis of the audio-lingual skills and ineffective teaching of reading rather than against the foreign language requirement per se.

66
Mildenberger, Kenneth W. "Foreign Language Entrance Requirements in American Colleges Granting the A.B. Degree." MLJ 37(Dec 1953), 385-387.

The Foreign Language Program of the Modern Language Association of America surveyed registrars of 231 institutions of higher education in order to analyze statistically the tabulated figures on entrance requirements. The original study on which the present investigation was based is described in item 36 of this compilation and is entitled "Foreign Language Entrance and Degree Requirements." (See also PMLA 68 Pt. 2, (Sep 1953), 40-55.) The new results show that 30% of the colleges polled did not have a foreign language requirement and that 175 of these (77.2%) insisted on two units. Only .8% required less, about 6.2% required four units, and .4% wanted six units. There are two tables summarizing the findings. Table I, arranged in descending order of the number of high school units required, gives a list of the colleges granting the B.A. degree who have a foreign language entrance requirement. In Table II, readers will find a list of states arranged in descending order of percentage of colleges with a foreign language entrance requirement.

67
Miller, Minnie M. "Foreign Language Requirements for the A.B. Degree." MLJ 14(Mar 1930), 442-448.

A survey of B.A. language requirements was done strictly on a geographical basis, since location of the college was considered to be of paramount importance. Over 100 representative collegiate institutions were polled to determine the number of semester hours required for the degree, and what changes, if any, have occurred in the language requirements during the past five years. The report is a fact-finding survey and offers no recommendations.

68
Nelson, Bonnie. "Graduate Programs in English and American Literature: A 1969 Report." Bulletin of the Association of Departments of English (May 1969), 42-56.

Graduate departments of English offering the Ph.D. and M.A. degrees are revising their requirements in English and American literature. Apparently Don Cameron Allen's study, The Ph.D. Program in English and American Literature (New York, 1968), has stimulated

an interest toward modifying all requirements including those in foreign languages. Over 263 chairmen of English departments were questioned about current requirement practices. For the M.A. degree, 167 departments require one language, 31 require no language, one requires two languages, and one department requires three languages. Eleven departments contemplate abolishing the requirement, and six departments now require only one language. For the Ph.D., ten departments require a reading knowledge of some magnitude, 50 require a reading knowledge of two languages, 22 require one language in depth or a reading knowledge of two, and three require a reading knowledge of three languages. Present changes now under way are in line with Dr. Allen's recommendation and would limit the foreign language requirement to a reading knowledge of one language.

69
"The New Foreign Language Requirement." University of Illinois Modern Foreign Language Newsletter 22(Mar 1969), 1-2.

Prior to the spring of 1969, the University of Illinois College of Liberal Arts and Sciences had a foreign language entrance policy which expected all high school students to have completed two years of successful foreign language study. The graduation stipulated these options: (1) four years of one language in high school, (2) an additional two semesters study in a language begun in high school, (3) two college years of study, or (4) the equivalent demonstrated by passing a proficiency examination. The measures recently adopted are altering the university policies so that in some cases the foreign language requirement can be waived, and the Dean and Executive Committee can reexamine the language requirement every five years for further revisions. The new regulations have brought about a certain relaxation of former requirements, the most obvious ones being that (1) students no longer need to be continuously enrolled in a foreign language while attending the university; (2) students can postpone college level study; and (3) the fourth semester of the two-year sequence, if not eliminated, has been drastically revised. (Some classes can be conducted in English.)

70
Nichols, Roy F. "A Reconsideration of the Ph.D." The Graduate Journal 7(Spring 1967), 325-335. (MF-$0.65 HC-$3.29 ED 021 875).

One of the major problems in doctoral education, the shortage of Ph.D. holders, is discussed. A brief history of the German influence on graduate schools in the United States is given to suggest the reasons why the traditional Ph.D. is not designed for present needs. Suggestions are given for a more effective Ph.D. curriculum (including the place of foreign languages) which will meet the need for college teachers as well as research scholars.

71
Nock, Francis J. "Foreign Languages as Graduate Study Requirement." College and University 33(Winter 1958), 154-162.

A reading knowledge of one or more foreign languages is required by most institutions for the Doctorate of Philosophy, while foreign language study has by and large been ignored by the M.A., M.S., and Doctor of Education candidates. The author views the requirement controversy, the discussions and surveys centered around it, and outlines areas for improvement. The basis for the report is a survey the author himself conducted at the University of Illinois.

A questionnaire was sent to 43 department heads asking if it were impossible to succeed in their specialized field without a knowledge of one or more modern languages. To this 18 answered "yes" (among them the departments of chemistry, English, history, library science, mathematics, physics, and zoology) and 25 "no" (including accounting, agricultural economics, botany, business, education, electrical engineering, physical education, political science, psychology, and speech). When asked if a knowledge of foreign languages were preferred, 39 answered "yes" and only business answered "no". To the third question: "Are French, German, and Russian the three most important languages?," 38 answered "yes". Voting was 35 in favor of retaining a foreign language requirement for the Ph.D. degree. At Illinois, many departments do not have an undergraduate language requirement but do ask for foreign language credits in graduate school. The most urgent area of improvement is to establish principles of standardization for entrance and degree requirements; high school credits, testing, and grading; choice and number of languages; counseling and advisement on requirements; and matching language more appropriately with area of specialization.

72
Nock, Francis J. "The Ph.D. Language Requirement Again." College and University 36(Winter 1961), 185-189.

Mr. Nock's contention is that the language requirement for the Ph.D. is a matter of acquiring a reading knowledge of the language, and that where the requirement exists it represents too low a level. Criticism is made of the tendency toward degrading the requirement, and of the unrealistic expectation of students in acquiring workable audiolingual skills when the other Ph.D. prerequisites are based on learning facts and methods. The recommendations suggest that differentiating between entrance and degree requirements could help maintain standards, and that oral-aural proficiency ought not to be required for graduation. A far better solution would be to improve the reading examination and to allow Ph.D. candidates to complete a reading course in a foreign language as a fulfillment of the requirement.

73
Palfrey, Thomas R. "The Master's Degree in Modern Foreign Languages." MLJ 19(Apr 1935), 489-500.

The Master of Arts degree has a broad appeal. Opinions vary as to what the degree represents, and there is a great diversity in the way it is earned. Still, there are enough common tendencies in all Master of Arts programs for foreign language teachers that a remedy for some of the ills can be formulated. The principal aim of a master's degree program ought to be to develop independent study. Most institutions have the usual requirements of a year of resident study and a thesis. The requirement of the thesis is challenged as not inculcating the spirit of research. In its place, an extensive course in research methods and bibliography is suggested. Further training in linguistics, phonetics, literary analysis, and foreign history is preferred to technical courses in the Schools of Education.

74
Paquette, F. André. "Undergraduate MFL Teacher-Training in Liberal Arts Colleges–A Survey." MLJ 48(Nov 1964), 424-431. (MF-$0.65 HC-$3.29 ED 019 919).

Undergraduate teacher-training in liberal arts colleges with high modern language enrollments and good geographical distribution was surveyed with regard to course requirements, practice teaching, and future teacher-training plans. Responses were received from the chairmen of 335 foreign language departments in 244 colleges. Seventy percent of the departments have equal semester hour requirements for majors who do and do not intend to teach. Figures on specific course and course sequence requirements are included. Figures are supplied on numbers of graduates and certified graduates. Types of program changes most frequently considered also are reported. Course credit information is given, and the survey is compared with others of its type.

75
Paquette, F. André. "Undergraduate MFL Teacher-Training Programs in Schools and Colleges of Education–A Survey." MLJ 49(Nov 1965), 414-421. (MF-$0.65 HC-$3.29 ED 020 702).

Information is presented based on responses of 203 department chairmen to a questionnaire studying the training of foreign language teachers at the undergraduate level. Subjects surveyed were course requirements, proficiency tests, methods courses, practice teaching, number of foreign language graduates, and plans for change in the teacher-training program. Seven charts are included to further clarify this report, and comparisons are made with data accumulated in other studies.

76
Parker, William Riley. "Why a Foreign Language Requirement?" College and University 32(Winter 1957), 189-203.

The question posed is timely in view of the 1930-50 trend of dropping the requirement for the Bachelor of Arts degree. Expanding the interrogative somewhat further, the author queries why any specific requirements seem necessary in any degree program, and returns with his own declarative that "any program will involve requirements." Primarily, it is a matter of distinguishing between educational values in general and values indispensable to a liberal education. "The question, in other words, must be answered only in reference to an explicit definition of liberal education," and not in reference to other matters such as exceptions, vocational considerations, relevance of foreign language skills, work of specific departments, and educational trends. Recent developments in the abolition and restoration of the foreign language requirement are not in themselves any argument for restoring or instituting the requirements. The new trend, however, is an argument for reconsideration and further study of the current practice. A foreign language requirement may be warranted only when a faculty deems that the knowledge of a second language is an essential part of a liberal education. If foreign language study is required for college admission, it would be valid to readjust educational standards and curricula from elementary schools to the graduate school level. The foreign language requirement should be viewed in reference to its relevance, its value and importance in the overall American education objectives and from the standpoint of vocational considerations, problems of the exceptional students, and the matter of alternatives. A final note of optimism echoes the hope that intellectual borders may be crossed, language curtains raised, and monolingualism become a past relic.

77
Perry, Chester Dwight. "A Defense of Modern Foreign Languages–With Reservations." MLJ 22(Mar 1938), 422-428.

College foreign language requirements appear to protect and to give a semblance of order to foreign language study. The dominance of pragmatic values is converting language study into an activity with utilitarian aims. No genuine prestige can ever be gained in foreign languages unless the subject is taught as a mental discipline. The requirements set by the College Entrance Examination Board are not considered excessive except for the time allotted for oral work. A six-year course in French is outlined and a defense is made of certain inclusions such as an emphasis on reading and the isolation of grammar, and exclusions such as daily recitation, use of realia, and oral work. Recounting some of his personal experiences, the writer indicates why he believes it is impossible to learn to speak French in the classroom.

78
Pfeffer, J. Alan, et al. "Language Requirements of the Universities of Eastern and Western New York." MLJ 38(Apr 1954), 177-185.

A breakdown, arranged alphabetically, indicates the language credits required by over 65 New York institutions of higher learning. Information is given on requirements for admission; general requirements for the B.A. and, where applicable, the M.A. and Ph.D.; departmental requirements, if any; and, general requirements for graduation. Almost all of the schools require at least two years of a foreign language for graduation. Pratt Institute, Brooklyn College, Alfred University, Bard College, Clarkson College of Technology, Keuka College, New York State College for Teachers at Oswego, New York State Maritime College, Robert Wesleyan College, St. Bernardine of Siena College, Union College, and the U.S. Military Academy at West Point have no entrance requirement. Columbia University, Syracuse University, and the University of Buffalo appear to have the most rigid departmental requirements.

79
Plottel, Jeanine Parisier. "Foreign Language Entrance and Degree Requirements for the B.A. Degree in Accredited Colleges and Universities." PMLA 75, Pt. 2 (Sep 1960), 14-28.

Of 899 colleges granting the B.A. degree, a foreign language is required for entrance by 284 of the colleges (31.6%) and for graduation by 772 colleges (85.9%). According to the statistics presented in this report, the sixth revision of figures, 784 (87.2%) colleges do have a foreign language requirement. Data collected show there is not a significant trend to strengthen existing requirements. Only 49 colleges in the entire United States have an entrance requirement of two units or more, and the degree requirements entail the completion of an intermediary course. The requirements diagnosed in this report are listed according to state and institution. An appendix gives the names of colleges added to the basic list and colleges who have altered either the entrance or degree requirement.

80
Quick, Robert, ed. A Guide to Graduate Study. Programs Leading to the Ph.D. Degree. (Fourth Edition.) Washington, D.C.: American Council on Education, 1969. 637p

Concise and up-to-date information on 250 graduate schools in the United States that award Ph.D. degrees includes specific details on the programs. Part I of the guide answers many of the questions confronting undergraduates contemplating advanced study. Part II describes the graduate schools and their offerings. The institutional exhibits in Part II, listed under the schools in alphabetical order, provide specifics about the prerequisites including entrance and graduate foreign language requirements.

81
"Recommended Minimal Language Proficiency Standards." ADFL Bulletin 1(May 1970), 8-9.

Three recommendations on the minimal standards for the Ph.D. language requirements and the methods of testing are advanced by members of the MLA Seminar on Teaching and Testing of Languages Required by Doctoral Candidates. The key proposal involves identifying levels of testing or course performance which measure the graduate students' ability to use the language adequately as a research tool. Specific suggestions deal with undergraduate language training, the Graduate School Foreign Language Test (GSFLT), and graduate language training.

82
Remmers, H.H. "Standardizing Foreign Language Requirements for the Ph.D." School and Society 81(Mar 1955), 84-85.

The majority of American universities require Ph.D. candidates to complete credits in foreign language study. The trend toward abolishing such a requirement continues to incite perennial debate on the validity and the futility of such disciplinary study. While the requirements may be common practice, not so common is the administration of the requirement and the qualitative standards set for its implementation. In many cases, the variation and inconsistency can jeopardize the entire foreign language program. A plan is proposed for the establishment of a uniform national and international examination to assure the continuation of the requirement and protect it from the onslaught of the apostate faculty members and rebellious students intent on implementing change in the curricula. It is suggested that UNESCO and the Educational Testing Service with help from foreign language specialists construct a three-hour examination to measure reading ability. Norms and cutting scores would have to to be determined. The procedure could be repeated yearly for a period of ten years. After that, if opponents to the language requirement should be found to be justified in the claims about the inability of students to demonstrate a fundamental language competence, a long term approach to the general problem is recommended. Foreign language study in the elementary schools, and the selection of the intellectually-gifted children in the six to ten-year age group for study abroad are presented as means of realistically having Ph.D. candidates prepare for the mastery of foreign language skills.

83
Renoir, Alain. "The Treason of the Clerks: A Parable for 1970." Modern and Classical Language Association of Southern California Forum 8(Mar 1970), 4-10. (MF-$0.65 HC-$3.29 ED 039 792).

The causes of and remedies for the increasingly precarious position of foreign languages are identified. Acknowledgment is made of the realities involved: foreign language requirements are being abolished; language teachers are faced with the dilemma of justifying their discipline; doubts are cast as to the real objective of language study (practical or humanistic); and there is some question about curriculum practices, about the benefits of literary studies, about the efficacy of language tests, and about relevance of studying foreign languages at all. Dr. Renoir charges emphatically that language study may become obsolete because the emphasis on the practical uses has been detrimental to the humanistic tradition. Once more, courses attractive to non-humanists have created generations of teachers now voting against a foreign language requirement because their own personal experience in foreign language study failed to yield any benefits. A five-point program suggests cures to ward off the forthcoming language calamity.

84
Richards, Henry J., and Teresa C. Salas. "The Erosion of Foreign Language Requirements in College and University Curricula: Some Observable Trends." ADFL Bulletin 1(Dec 1969), 37-40.

The writers endeavored to determine the status of the foreign language requirement for liberal arts majors in colleges and universities. Chairmen of 275 institutions were sent questionnaires and 222 (80.7%) responded. Of the institutions surveyed, 85.8% reported they had not abolished the foreign language requirement; 5.5% indicated they never had any foreign language requirements; and 8.7% have withdrawn the requirements. One item in the questionnaire polled information on the new changes in the foreign language requirement introduced or planned for the future, and the new types of changes inaugurated. Pie charts show the percentages. Of the 80 institutions participating in the study, 28.75% have increased the foreign language requirement; 23.75% show a reduction; 21.25% describe different options whereby the requirements may be satisfied; 3.75% indicate that students can take required foreign language courses on a pass-fail basis; 7.5% will exempt entering freshmen on the basis of high CEEB scores; 3.75% reported that proficiency in a foreign language had been part of the entrance requirements; 7.5% have programs where the requirement had been eliminated; and 3.75% have introduced requirements in programs which formerly did not have them. Summarizing their findings, the authors conclude that there is a definite trend under way to abolish the requirement.

85
Richardson, Orvin T. "Changes in Semester Hour and Subject Matter Requirements for the Bachelor's Degree in Liberal Arts Colleges 1890-1940." College and University 22(Apr 1947), 328-331.

A doctoral dissertation completed at the University of Chicago in 1946 examined the changes in semester hours required for the bachelor's degree in seven major subject matters: mathematics, philosophy, foreign languages, science, religion, social science, and English. Only courses in physical education and English composition have remained as universal requirements. Since 1890 all of the major subject areas have suffered a decrease in prescribed courses. Mathematics was down 95% for the B.A. and 82% for the B.S. degree. Foreign language courses were decreased 83% for the B.A. and 64% for the B.S. degree. Greek and Latin were the most frequently specified language for the B.A.; German and French were required most often for the B.S. degree. The program of language studies for college freshmen varies from the 1890 pattern in that students have greater freedom in selecting the languages they want to study, and it is a common practice to accept work done on the secondary level in fulfillment of specific requirements.

86
Rockwell, Leo L. "College Teaching of Modern Languages." MLJ 14(May 1930), 639-645.

The author summarizes his position by describing his paper as resting on the assumption that (1) measurement of language proficiency in terms of credits is anomalous and should give place to measurement by actual attainment, (2) language skills are differentiated and may be trained separately by properly chosen methods, (3) modern testing methods permit the measurement of these skills and influence college language curricula.

87
Sammons, Jeffrey L. "Our Problems Are Our Own." ADFL Bulletin 1(Dec 1969), 24-26.

Charging that "protective tariffs in the academic community are finished," the writer opposes the current crusade to save the foreign language requirements in colleges and universities on the grounds that higher education objectives have not been achieved. Three aspects of language programs are criticized: (1) vitality of the literature disciplines, (2) the teaching of culture, (3) the quality of the language skills instruction. Mr. Sammons believes that if foreign languages are properly taught, they will be properly learned, and the discipline will earn distinction as an educational value.

88
Scully, Malcolm G. "Value of Foreign Language Requirements Is Questioned." Chronicle of Higher Education (Nov 16, 1970), 1-2.

Language study requirements are being challenged by educational theorists, faculty members, and students. Federal support for the discipline, conspicuous during the post-Sputnick era, is lessening. Inevitable reductions in the foreign language requirement are causing enrollments to dwindle. Apparently, monolingualism will be prevalent. The declining popularity of languages in the colleges will affect the nature of the high school curriculum. National surveys now under way on the degree and entrance requirements indicate a trend toward abolition. Language teachers, numbered among the critics, are skeptical about the value of language study and exactly what the requirements should entail. Various innovative alternatives to stimulate interest in foreign language study are noted.

89
Serafino, Robert P., et al. "A Relevant Curriculum: An Instrument for Polling Student Opinion," in Joseph A. Tursi, ed., Reports of the Working Committees, 1970 Northeast Conference on the Teaching of Foreign Languages. New York: The Conference, 1970, 1-30.

Foreign language teachers are interested in learning more about how their students feel toward the foreign language curriculum. Recognizing the problems of "relevancy," the 1970 Northeast Conference has devised a Foreign Language Attitude Questionnaire, designed to probe anonymous answers from students as a means of helping teachers: (1) analyze the curriculum; (2) change aspects of the instruction, if feasible; (3) and correct erroneous ideas, unrealistic expectations, or negative attitudes that students may hold. The questionnaire has a section for students currently enrolled in a foreign language course, and a section for students who may never have had second language learning. Data obtained from the questionnaire could present a class profile. A sample of how to analyze the data is included in the Committee's report.

90
Shofstall, W.P. "Foreign Language Requirements for Pre-Professional Study." College and University 12(Oct 1936), 11-14.

College students must satisfy a greater minimum requirement in foreign languages than in any other field according to statistics compiled in the 1933 College Blue Book. Foreign languages are considered by many of those who formulate educational policy as the most universally essential element needed to complete a college education. If foreign language courses are so vital to the needs of the college student, is it because languages are needed

to master skills for other courses or are they valuable because of their inherent "cultural value"? A study made at the University of Missouri sheds another ray of light on the foreign language requirement and the perennial arguments about foreign language study. The research grouped the freshman-sophomore courses taken by 901 students to determine the correlation of grades received at this level as predictors of success in the professional schools and colleges. Grades received in the foreign language courses seem to be good indicators of success in professional courses only for law students. In other disciplines, students who made relatively low marks in their professional courses had, during their freshman-sophomore years, made their best marks in foreign language courses; while those students who made relatively high marks in their professional courses had made their poorest marks in such courses as foreign languages. It is suggested that the main benefit of modern language study is cultural rather than scientific or professional, and that the further study of all languages was justified on that basis. A prediction is made that acceptance of this principle could revolutionize foreign language teaching concepts and the amount of time devoted to it in the colleges.

91
Spencer, Richard E. The Foreign Language Requirement in the College of Liberal Arts and Sciences at the University of Illinois. Champaign: Measurement and Research Division, Office of Instructional Resources, University of Illinois, 1968. 58p

A compilation of recommendations affecting the requirements at the University of Illinois includes chapters on foreign language study relating to degree requirements, program objectives, cultural objectives, motivation and interest, and methods and individual differences. A full description of the requirements by the college, a questionnaire used by the committee, and a bibliography complete the report.

92
Stalnaker, John M., and Olive S. Eggan. "The German Requirements for the Ph.D. Degree." German Quarterly 7(Mar 1934), 69-76.

The majority of U.S. colleges and universities require Ph.D. candidates to have a reading knowledge of German. The difficulties involved in acquiring and testing reading ability in German are aired. Many students do not begin the study of German until graduate school and, during that period, the candidates are seldom requested by their instructors to read in their field in German. Hence, the requirement is regarded as an obstacle rather than as a sensible aid. Most examinations are almost useless; the oral test is the easiest, but is affected largely by the factor of personality, and even in the written test on material from a restricted field, the danger is that the student will use his knowledge of the field to interpret the foreign language rather than his knowledge of the language to learn about the field. In the effort to overcome these weaknesses, and to create reliable and valid measuring devices, the University of Chicago has developed a three-hour test. This test is based on a 2,000-word vocabulary (of which about 10% is peculiar to the special field) and consists of the two sections described above. In view of the general practice in graduate schools of requiring a "reading knowledge" of one or more foreign languages, and in view of the casual way in which this requirement is interpreted in many institutions, the author feels that such studies of the problem as this one have real significance. It would appear, however, that most university language teachers consider this topic as not only foreign to their interests but unworthy of their attention.

93
Stalnaker, John M. "The Language Requirements of Graduate Schools." Journal of Proceedings and Addresses of the Thirty-sixth Annual Conference of the Association of American Universities, 1934, 45-58.

Questions are raised regarding the cultural and professional values of the graduate language requirement as now enforced. Although some investigators have found that at present most students at the graduate level neither possess nor use any knowledge of two foreign languages, and view the examinations merely as a formality, ability to read two foreign languages is still a general requirement for the doctorate. If this regulation is to continue, the writer thinks that testing techniques and instruments should be improved and made uniform. Since acquisition of the special terminology peculiar to any field is not difficult, and since, on the contrary, acquisition of a general reading knowledge is difficult, examinations should test the latter rather than the former phase of the student's knowledge. As an adequate solution to the problem of devising true language reading tests, he cites those used at the University of Chicago in the divisions of the social and the biological sciences. Here, all students within a given division take the same test, devoting two hours to a reading comprehension test in which they may use a dictionary and one hour to a vocabulary test without the aid of a dictionary. Scores on the two tests have been found to correlate 0.90. The blanket language requirement for graduate students should be carefully evaluated in the light of the fact that it does not seem desirable to force the graduate student to devote much of his graduate career to the mastery of foreign languages. Meanwhile, language experts and testing experts in cooperating schools should try to construct adequate testing measures.

94
Stern, Guy, and Victor Anthony Rudowski. "Ph.D.'s, Nobel Prize Winners, and the Foreign Language Requirement." MLJ 52(Nov 1968), 431-435.

The usefulness and practical application of a reading proficiency in a foreign language is advanced. The level of linguistic competence demanded from most candidates in graduate schools is inadequate in the opinion of many, and any policy in response to the Ph.D. language requirement which handicaps students in utilizing their research skills is shortsighted. A program of study at the Department of Germanic Languages and Literatures, University of Cincinnati, is designed to "humanize the scientist and simonize the humanist." While pressures continue to mount for a drastic reduction of the foreign language requirement, or even its total elimination, Messrs. Stern and Rudowski argue in support of maintaining the requirement. To substantiate their own claims on the importance of language study for professionals, the authors analyze two surveys done recently on the use of foreign language skills by graduate students, and report the opinions of three Nobel-Prize-winning scientists from Germany on the availability of translations of scientific treatises.

95
Vail, Curtis C.D. "State Requirements for Language Teachers." MLJ 29(Oct 1945), 509-516.

A study of certification requirements for language teachers as of 1942 shows that only three states have standards as high as those recommended in a national Modern Foreign Language Study. It is accordingly futile to expect the "Army method" to find anything like universal adoption in our high schools.

96
Viens, Claude P., and Philip Wadsworth. "Foreign Language Entrance and Degree Requirements for the M.A., M.S., and Ph.D. Degrees." PMLA 72, Pt. 2 (Sep 1957), 22-32.

A first attempt by the Modern Language Association of America to investigate the status of the foreign language requirement examines the requirements in graduate schools throughout the United States. The objective of the study was to study the requirements for the M.A., M.S., and Ph.D. degrees, and to limit the survey to requirements in fields of study other than foreign languages. Questionnaires mailed to 225 colleges and graduate schools elicited 204 replies. Two tables of statistical data summarize the findings. Table I treats the 121 schools which have a program leading to the Ph.D. degree and account for 90% of the advanced degrees granted in the United States. The majority of graduate schools in the first category do not have a uniform language requirement for admission; almost one-third report a uniform language requirement for obtaining the M.A. degree, and about one-fifth have a similar requirement for the M.S. degree. For the Ph.D. degree, 76% of the schools have a uniform language requirement; 21.6% have departmental options; and 2.4% indicate that only some departments have a requirement. Language proficiency, the choice of languages, and examination methods vary in all schools and are calculated in Table I. Table II is a breakdown of requirements in schools with Master's programs only. Among these schools, 16% report a uniform admission requirement; 50% expect an entrance requirement in some departments. A uniform language requirement for obtaining the M.A. degree is reported by 40% of the schools, while 24% require languages for the M.S. degree. More often there is a departmental rather than a general requirement. All institutions listed in Table II show some form of foreign language requirement.

97
Waas, Glenn. "Graduate School Language Requirements and Undergraduate Counseling." MLJ 37(May 1953), 219-225.

Major universities continue to alter their foreign language requirements. A great majority of graduate students arrive at institutions either insufficiently prepared for foreign language study, or with preparation in a language of minor importance to their field of study. Of vital concern is the need to advise undergraduates, either while still in high school or while freshmen in college, of the relative value for them of foreign language courses in their major subject. The present study attempts to assemble the admission and graduation requirements of various professional schools and the foreign language courses required for the master's and Ph.D. degrees. The investigation was directed toward assisting undergraduates at Colgate University. Some of the conclusions resulting from the questionnaires distributed include: (1) foreign language preparation is important for entrance into medical schools; (2) medical schools and graduate centers appreciate the cultural value of language study, but still require the language for the practical application; (3) law schools almost uniformly have no language requirement for admission; (4) most graduate schools still prefer students with a preparation in German, with some preferring French and German; (5) graduate school candidates offering foreign language preparation are preferred over those without it; and (6) foreign language study advice should be given early, and such counseling is the sole responsibility of the undergraduate college.

98
Walsh, Donald Devenish. A Handbook for Teachers of Spanish and Portuguese. Lexington, Mass.: D.C. Heath, 1969. 338p

A chapter from a general guide designed for the secondary school classroom teacher entitled "Will Spanish and Portuguese Satisfy Graduate School Language Requirements?" provides statistics on offerings of the two romance languages as alternatives for the traditional requirements of French and German in graduate school. Mr. Walsh bases his observations on a survey of foreign language entrance and degree requirements published by the Modern Language Association of America in Fall 1966. From the statistics presented, Mr. Walsh concludes that the prejudice against Spanish and Portuguese is greater at the master's degree level (17.4%) than at the doctorate level (15.2%). At the higher level, Spanish and Portuguese are excluded from only 5% of the programs; in all the others, Spanish or Portuguese may be offered freely and without prejudice of one or both languages in the candidate's field of speciality. An argument is advanced against making graduate-school requirements a criterion for the choice of a foreign language for study by an elementary- or secondary-school pupil.

99
White, Lucien. "What's Wrong with the Ph.D. Language Requirement?" Journal of Higher Education 25(Mar 1954), 150-152, 172.

A constant complaint among Ph.D. candidates is the requirement that they demonstrate the ability to read two foreign languages. Unfortunately, the attitude is also widespread among graduates and college faculty. Principally, the disfavor of the requirement stems from the charge that little or no use is made of the acquired foreign language skill. Actually, students make no significant use of foreign languages in their post-graduate work because they did not learn the foreign language well enough to utilize it in research. Several reasons are cited for this failure to relate more closely the student's course work and his research. Teachers themselves are not aware of the wide range of foreign language sources, and rarely oblige a student to actually use a foreign language in a research project. Far too often, administrators insist on French and German as the only acceptable second language despite the student's field of specialization. The third circumstance limiting any practical application of a foreign language skill is that the foreign language requirement is completed so late in the doctoral program. Finally, foreign languages should be considered beyond service as a research tool. The acquisition of a second language should aid in the educational development of an individual, should allow him to participate in research on an international basis, and prevent future citizens of our country developing intellectual isolationism.

100
Willbern, Glen. "Foreign Language Entrance and Degree Requirements in Colleges That Grant the B.A. Degree: Fall, 1966." FLA 1(Oct 1967), 49-70.

A survey of 1,158 institutions granting the B.A. degree reveals that nine out of ten have a foreign language requirement for the degree and one in three has a foreign language entrance requirement. Many registrars at colleges without an entrance requirement reported that large percentages of students nevertheless enter with language credits. A related study showed that at 71.3% of 927 colleges, placement of entering students was determined by some form of testing or interviewing. A directory lists all institutions and their requirement, and tables show the regional distribution–in numbers and percentages–of institutions with requirements.

101
Williams, Harry F. "A Decade of Doctoral Theses in Modern Foreign Languages." MLJ 42(Nov 1958), 344-348.

The American production of doctoral theses in modern foreign languages is surveyed to indicate the future trends. The period surveyed is the ten-year period from 1947 to 1957. Statistics are provided on the number of doctoral dissertations awarded to men and women, the schools producing the largest number of Ph.D. degrees, a breakdown by categories of topics, and the distribution of the theses on linguistics. The statistics garnered from the study indicate that not enough higher degrees in languages are being produced to accommodate the normal attrition rate among college faculty; women are increasingly gaining new opportunities; seven schools alone produce over half the Ph.D.'s granted; there is a heavy concentration in Spanish and French; and far too many Ph.D. students select contemporary literature.

102
Wilson, Jacques M.P. "College Foreign Language Programs Need Upgrading!" Catholic and Educational Review 62(May 1964), 319-322.

University language administrators are ever alert to defend the entrance and degree language requirements, and to encourage the study of foreign languages. The error is that organizers of college programs disregard the physiological barriers they impose on their students. Less time in the contact language is provided in the colleges than in high schools. Professors dislike teaching elementary courses, and in classes they ignore the phonological, morphological, and syntactical problems. Literary study is given top priority in advanced classes, whereas broader cultural preparation and area studies programs are needed. The states can apply the necessary pressure to achieve acceptable proficiency standards among beginning language teachers. Summing up, all the cited prerequisites could rejuvenate university language programs.

103
Wilson, Kenneth M. Of Time and the Doctorate. Atlanta, Georgia: Southern Regional Education Board, 1965. 212p

A research monograph sponsored in part by the Carnegie Corporation probes a perennial problem of advanced graduate education: the large proportion of time taken by graduate students to complete a doctoral degree. The study includes a concise and informative chapter on the foreign language requirement and its effect on graduate studies. Foremost, the author believes that the subject has received more attention than any other single aspect of doctoral preparation, and that meeting the obstacle of the foreign language requirement has deterred many candidates and caused many others immeasurable loss of valuable time. Graduate students in this category were unanimous in blaming an inadequate undergraduate preparation for the increased time needed to attain the doctorate. Three tables of statistical data offer the percentage of graduates reporting language requirement fulfillment: French, 93.7%; German, 88.9%; Spanish, 11.9%; less than one percent in Russian. Only 22% of the graduates indicated they needed no special preparation in any language after beginning graduate study. Over 70% of English, history, economics, political science, psychology, and sociology majors required special preparation, whereas in the science fields fewer than 60% did. Other tables of data indicate the number of students who studied languages as undergraduates. From the

data presented, it is concluded that natural scientists as compared to social scientists were less frequently delayed by the language requirement, and that they tended to make more use professionally of their foreign language skills. A hypothesis is advanced that a higher level of general proficiency in foreign languages may be necessary for effective use in other fields such as psychology and history, and that departmental differences in patterns of foreign language preparation and their use are significant. Standardizing the essential requisites and making the language requirement a meaningful aspect of doctoral preparation remains a formidable problem in American education.

104
Wolfe, Warren J. "Foreign Language Entrance and Degree Requirements for the B.S. Degree." PMLA 74, Pt. 2 (Sep 1959), 34-44.

A survey conducted by the Modern Language Association of America on B.S. degree requirements in foreign languages is intended to supplement a survey on requirements for the B.A. degree published in 1953. The present compilation of statistics was collected from the questionnaires sent to 1,005 registrars of accredited four-year colleges and universities. Of the 568 schools in this group offering the B.S. degree, 393 (or 69.2%) require foreign language study for the degree, and 131 (or 23.1%) require foreign languages for entrance. Comparable percentages reported in the B.A. survey are 83.9% and 28.3%. Many of the institutions who do not list a foreign language requirement do expect students to complete courses in second languages for certain major fields. Also, these institutions which may not grant the B.S. degree offer majors in science and mathematics a B.A. degree so that non-liberal arts graduates are, in fact, required to know foreign languages. The survey is arranged by state and then by institution with appropriate symbols indicating whether a requirement exists or not.

II. SURVEYS AND STATISTICAL DATA ON LANGUAGE ENROLLMENTS.

105
Altenhein, Margarete Reckling. "Forty Years of Major Enrollment in Foreign Languages, 1909-1949." College and University 30(Jan 1955), 158-165.

The Hunter College of the City University of New York throughout most of its history has been a women's college designed for day students. In 1909, more than half of the undergraduates at Hunter (56.13%) were "majors" in an ancient or modern foreign language. Two World Wars later, in 1945, less than one tenth were. A study made of language enrollments during 1909-49 offers reasons for some of the changes. The percentage of students selecting a major in foreign languages is represented in statistical tables provided. A steady decline of total enrollments in language majors is shown in the spring of 1922, continues until 1930, declines again, and reaches a low in 1944. The Romance Languages Department exchanges second place with the German Department off and on, and the Classics Department fluctuates between second and third position. A downward trend in Greek and Latin is recorded; French suffers a decline between 1909-10, a rise in 1918-24, and a gradual low to 1949; Spanish ranks fourth in 1927 and grows in popularity until 1949. What are the factors affecting major enrollments in foreign languages? A student who speaks a foreign language at home tends to major in that language. The initial foreign language training in high school will inspire or discourage a student from majoring in any specific language. Students who attended Hunter College reside in a metropolitan area where many languages are spoken. Since there is no matriculation fee, the college attracts many individuals interested in job-training programs. As a result, Hunter College serves as a training center for foreign language teachers in the New York City public schools. When the demand for foreign language teachers becomes less, students seek out other majors. Also, counselors may influence many students. In addition, the two World Wars and immigration trends have left their obvious impressions on the foreign language enrollments. Since many Jewish students attend Hunter College, the popularity of German decreases. Probably the most significant factor in foreign language enrollment changes is the extensive curricular expansion. In 1909, three out of every five major fields were foreign languages, and in 1914, three out of six. There were 19 majors to select from in 1929, and 41 majors in 1949.

106
Anderson, Charles J., comp. "Earned Degrees in Foreign Languages." ADFL Bulletin 1(Sep 1969, 19-23.

Seven statistical tables reflect earned degree data in foreign languages during the period 1947-67. The main sections of the report present figures for earned degrees in (1) modern languages, (2) French, (3) German, (4) Russian, (5) Spanish, and (6) Linguistics. A final table of selective, contrastive data provides the reader an opportunity to measure increases in foreign language degrees at the levels of the B.A., M.A., and Ph.D. against the total number of degrees granted and against relative increases in degrees in English, biological sciences, psychology, physical sciences, and education.

107
Childers, J. Wesley, and Barbara Bates Bell. Modern Foreign Language Teaching in Junior Colleges, Fall 1959, Fall 1960. New York: MLA, 1961. 18p (MF-$0.65 HC-$3.29 ED 003 955).

A national survey was conducted of 609 accredited junior colleges on several aspects of language teaching. Language enrollments totalled 44,809 in 1959 and 51,570 in 1960. The analysis and discussion of data covered such areas as (1) total summary by states; (2) enrollments in French, German, Italian, Russian, Spanish, and special languages; (3) special languages by language and state; (4) entrance and graduation requirements; and (5) number of teachers in 1960-61. The findings indicated a general increase in enrollments and that Spanish led in percent of individual language enrollment.

108
Childers, J. Wesley, and Barbara Bates Bell. Modern Foreign Language Teaching in Junior Colleges, Fall 1961. New York: MLA, 1962. 27p (MF-$0.65 HC-Not Available ED 041 502).

Through a contract with the U.S. Office of Education, the Modern Language Association of America undertook two studies on the current status of language offerings and enrollments in institutions of higher learning in the United States. An earlier report, Modern Foreign Language Enrollments in Colleges and Universities, Fall 1961, covers the four-year institutions and the graduate schools. The present survey describes foreign languages in the junior colleges. Over 84.3% of the accredited two-year colleges offered foreign languages in the fall of 1961. This is an increase of 2.3% since the fall of 1960. The overall percent of increase for degree-credit student enrollments (1960 to 1961) was 11.7%; the modern foreign languages percent of increase was 15.7%. Spanish with 38.1% leads all other languages in individual enrollment, although it decreased from its 1960 standing of 38.7%. The other languages in 1960 and 1961 were as follows: French (36.7% and 36.5%); German (19.6% and 19.9%); Russian (3.1% and 3.5%); Italian (0.8% and 1.1%); and all "others" (1.1% and 0%). California with a total of 62 junior colleges had 37.4% of all modern foreign language enrollments.

109
Childers, J. Wesley, et al. Reports of Surveys and Studies in the Teaching of Modern Foreign Languages, 1959-1961. New York: MLA, 1961. 326p.

During the academic years of 1959 and 1961, the Modern Language Association of America, supported by the U.S. Office of Education, sponsored 28 studies on the status of foreign language teaching and learning in the United States. These reports are combined in one publication and include statistics on enrollments and the number of language teachers presently employed; trends in teacher preparation and college language teaching; descriptive details on the histories of language teaching in the United States and conferences on the neglected languages; data on degrees, majors, teaching practices, and foreign language entrance and degree requirements. Many of the documents treating the various 28 topics are available separately.

110
Connor, W. Robert. "A Statistical Survey of College Offerings in the Greek and Latin Languages." ADFL Bulletin 2(Dec 1970), 33-41.

A survey conducted in the Fall of 1970 by a Committee on the State of Classical Studies of the American Philological Association probes the teaching of Greek and Latin languages in the United States. The report supplements two earlier discussions published by the Modern Language Association of America and the American Classical League. Statistics in the MLA survey were solicited from 2,600 institutions of higher learning. Of the 2,479 colleges re-

sponding, about one-third (836) offered instruction in one of the classical languages. Greek and Latin flourish in the urban areas and fare poorly in the agricultural regions of the United States. The declining high school enrollments and the increasing tendency of four-year institutions to draw students from junior or community colleges where no ancient languages are taught suggest a downward trend in classical language study. The loss of enrollments shown is almost exclusively in institutions which have eliminated or decreased the language requirements. Tables of data are provided.

111
Dusel, John P. "Diagnosing the Decrease in Foreign Language Enrollment." Modern and Classical Language Association of Southern California Forum 7(Mar 1969), 4, 7.

Language enrollments in high schools and colleges are decreasing at an annual rate of 10%. A questionnaire designed by the author seeks to identify the reasons for discontinuing language study, and thereby to evaluate the growing attrition rate. Although Mr. Dusel's plan primarily concerns high school students, the article is included in this compilation for its possible use by college department chairmen. The aim of the questionnaire is for administrators to uncover any unfair or discriminatory grading practices, any lack of coordination of teachers' methods, and for educators to ascertain if the dropout rate is attributable to advice given by teachers and counselors.

112
"Earned Degrees in FLs: 1967-68." ADFL Bulletin 1(Mar 1970), 4.

Statistics on earned degrees in foreign languages for 1966-67 and 1967-68, and earned degrees in classics and less widely taught languages for 1967-68 are presented. A total of 15,807 degrees in modern languages was awarded during 1967, and 18,153 in 1968. The tables show the total figures for men, women, and for the B.A., M.A., and Ph.D. levels.

113
"Foreign Language Teaching in College." PMLA 70, Pt. 2 (Sep 1955), 50-51.

The Modern Language Association of America gathered statistics in the spring of 1955 from foreign language chairmen in an attempt to learn more about the nature of foreign language teaching in U.S. colleges. Of 1,003 questionnaires sent to 953 institutions, 726 chairmen in 678 institutions returned the forms. Over half the institutions reported audiolingual emphasis and predominant use of the target language in beginning, intermediate, and advanced courses. About 354 departments reported courses of literature in translation. Of 704 such courses listed, 377 are taught by the foreign language department concerned, 206 by the English department, and 121 by a combination of English and foreign language teachers. The 17 questions in the questionnaire are listed, followed by the number of institutions reporting for each language. Question 10, for example, inquired about the foreign language requirements. Forty-nine colleges reported a proficiency test as the sole means of meeting the foreign language requirement.

114
Gut, Ann F. "A Survey of Methods and Materials in French Language Programs of American Colleges and Universities." MLJ 51(Dec 1967), 470-480.

Results of a survey of 234 schools, placing special emphasis on the role of linguistics and the recommendations of linguists in their language programs, are presented. A questionnaire gathers information on the number of class meetings per week, the length of class time, the number of students per section, and whether class materials were linguistically oriented. Also surveyed were basic texts and oral drill and pattern drill materials used. Conclusions are drawn about the study's design and results, and recommendations for future research are made.

115
Harmon, John, et al. Manpower in the Neglected Languages, Fall 1962. New York: MLA, 1963. 467p (MF-$0.65 HC-$16.45 ED 010 470).

This report on the study of "neglected" languages in United States colleges and universities in 1962-63 showed that the neglect was diminishing with enrollments of about 17,000 students in foreign language classes, excluding the "Big Five" (French, German, Italian, Russian, and Spanish). In 168 colleges and universities in the United States, 68 neglected foreign languages were being taught in 270 departments by over 1,000 teachers to more than 11,000 students (a figure reached by estimating that each student is enrolled in about 1 1/2 courses in the language). The five "neglected" languages in which the largest enrollments were reported are Hebrew, Japanese, Chinese, Portuguese, and Norwegian. (For related information see item number 130.)

116
Harmon, John, and Hannelore Tierney. Modern Foreign Language Enrollments in Four-Year Colleges and Universities, Fall 1961. New York: MLA, 1962. 44p (MF-$0.65 HC-Not Available ED 035 320).

There are eight statistical tables in this survey, the third in a series of reports on college foreign language enrollments sponsored by the Modern Language Association of America under contract to the U.S. Office of Education. The first tabulation included the years 1958 and 1959, the second 1960. The highlights of the report include the following: (1) there are more than 600,000 enrollments in modern foreign languages in 1,226 four-year colleges and universities distributed among French (38.0%), Spanish (28.6%), German (24.0%), Russian (5.1%), Italian (1.9%), and other modern foreign languages (2.4%). (2) Modern foreign language enrollments continue to increase at almost twice the rate of institutional enrollments (13.2% versus 7.7%). (3) The gains in Russian enrollments in 1959 (56.5% over 1958) have been maintained with constant increases for two years (over 10% in both 1960 and 1961), and may be considered a permanent part of the national language picture. (4) Enrollments in 70 other languages, such as Arabic, Chinese, Czech, Hindi, Swahili, and Tamil, were reported in 37 states and the District of Columbia, and, as in 1960, they accounted for 2.4% of the total modern foreign language enrollment in 1961. The rate of growth of these enrollments dropped from 26.3% (1959 to 1960) to 19.8% (1960 to 1961). Only 15 languages had more than 100 enrollments, and most of the remaining 55 languages in this category had well below 100.

117
Harmon, Lindsey R. Doctorates in Linguistics and Modern Foreign Languages–Their Numbers, 1957-1961, Education and Experience. Washington, D.C.: U.S. Office of Education, 1963. 28p (MF-$0.65 HC-$3.29 ED 017 203).

A report from the U.S. Office of Education, based on 1957-61 figures, contains detailed tables offering data on undergraduate, master's and doctoral areas of specialization, doctoral minor and dissertation fields, pre-doctoral professional experience, age at various career stages, and geographic origin. Given also are data on baccalaureate-doctorate laps, institutions at which high school, undergraduate, and graduate work were pursued, regional distribution of undergraduate schools, higher educational experience in foreign countries, citizenship, and the percent of women doctorates. Further charts outline the post-doctorate employment plans and employment categories of doctoral graduates. Appendices list American learned and professional societies, and the numbers of linguistics and foreign language doctorates holding memberships in each.

118
Herslow, Nina Greer, and James F. Dershem. Foreign Language Enrollments in Institutions of Higher Education, Fall 1965. New York: MLA, 1966. 97p (MF-$0.65 HC-$5.29 ED 031 103).

The eighth in a series of statistical surveys conducted by the Modern Language Association, this 1965 study of 2,100 institutions of higher learning (junior and four-year colleges as well as universities) presents, for the first time, enrollment data for all foreign languages. To provide background for the 1965 enrollment figures, data from previous surveys have been juxtaposed. The bulk of the report is composed of (1) 18 tables in which the survey data are summarized, and (2) an extensive appendix that includes a directory of 1,933 institutions that reported enrollments in one or more foreign languages. Statistics collected in a 1964 sample survey and a 1965 report form comprise the two remaining appendices.

119
Kant, Julia Gibson, et al. Foreign Language Registrations and Student Contact Hours in Institutions of Higher Education, Fall 1968 and Summer 1969. New York: MLA, 1969. 126p (MF-$0.65 HC-$6.58 ED 035 543).

In this present study of college language registrations, there are twenty-four tables summarizing data and a directory of the 2,149 institutions that have reported registrations in one or more foreign languages. The report is the ninth in a series of language enrollments conducted by the Modern Language Association of America. This is the first compilation to include summer school data. Basic data for the report were obtained from a questionnaire sent to 2,599 institutions of higher education including junior colleges, four-year colleges, and universities listed in the U.S. Office of Education 1967-68 Education Directory, Part 3. The survey shows that there were 1,127,365 students studying foreign languages during 1968. Five languages-French, German, Spanish, Italian, and Russian-account for 92.3% of these registrations; Latin and Greek accounted for an additional 4.8% and the remaining 2.9% were distributed among 105 additional languages, ancient and modern. Graduate registrations in the five leading modern languages show a gain of 111.2% between 1960 and 1968. In the junior colleges, foreign language instruction increased considerably. During 1968, over 754 junior colleges reported foreign language registrations. Total foreign language registrations reported for summer 1969 were 141,763.

120
Kilbourne, Wayne K. "Spanish Language Study on the Increase." College and University 16 (Oct 1940), 59-61.

The opening of the Pan-American highway in Mexico City in 1936 is cited as the principal reason for the resurgence of Spanish study in the United States. Substantial gains were shown in summer school sessions, and an average gain of six percent was recorded in 1939-40 over the previous year in a study of 126 colleges and universities. A number of schools inaugurated Spanish classes for the first time, and entrance and degree requirements were modified to include Spanish. A hope is expressed that the increased language interest and the acquisition of skills will enhance U.S. relations with South America.

121
Koren, William. "The Study of Italian in the United States." MLJ 6(Jan 1922), 197-202.

The position of Italian in U.S. schools and colleges is examined, and suggestions are advanced for stimulating an interest in Italian studies. The author does not feel that a justification for studying the language and literature of Italy is necessary as the value is self-apparent. He proposes a wider use of grants and scholarships, expanding the study abroad programs in Italy, and popularizing the classical and contemporary Italian literature.

122
Leavitt, Sturgis E. The Teaching of Spanish in the United States. New York: MLA, 1961. 42p (MF-$0.65 HC-$3.29 ED 003 940).

A short history of the teaching of Spanish in the United States was reported. The account began with events following the American Revolution to the present. The survey included a discussion of (1) Spanish teachers, (2) Spanish readers, (3) Latin America, (4) Associations, and (5) students and teachers. This study endeavors to provide additional information concerning some details reported previously in other historical accounts.

123
Lieberman, Samuel. "College Classical Enrollments, 1965-66." Classical World 59(May 1966), 295-296, 298. (MF-$0.65 HC-$3.29 ED 013 566).

The Modern Language Association (MLA) statistical survey available in March 1966 corroborated previous, less extensive studies sponsored by the Classical World and showed that enrollments in Latin and Greek have grown slowly but respectably, and that although a number of colleges do not offer classical languages, many do not provide even modern foreign language instruction. Although the MLA questionnaire excluded nonlanguage courses on classical culture, it included Latin and Greek instruction in junior colleges, and the figures indicate a vast and growing potential for classical studies.

124
Marron, James M. et al. Modern Foreign Language Enrollments in Institutions of Higher Education, Fall 1963. New York: MLA, 1964. 17p (MF-$0.65 HC-$3.29 ED 010 472).

Tables are presented to compare modern foreign language enrollments during 1960, 1961, and 1963. Enrollments are broken down to undergraduates and graduates, and results are summarized by state. Data are also presented for junior colleges and four-year colleges. The data indicate that a growing proportion of students in the 1961 and 1963 surveys were taking modern foreign languages.

125
Mead, Robert G., Jr. "Trend?" Hispania 47(Dec 1964), 813-814.

The editor of Hispania's MLA Foreign Language Program section has included a report on modern language enrollments in major colleges and universities from 1959-64. Statistics show that Russian had doubled; Japanese, German, and Chinese had tripled; Spanish had increased by fivefold, and French by sixfold. Most of the departmental chairmen responding to the inquiry noted that third-year and advanced courses showed the most notable increase, and the overall conclusion was that the quality of high school foreign language instruction had improved considerably if the language knowledge shown by freshmen was any evidence.

126
Mustard, Helen M. A Survey of Language Schools Not under Academic Auspices. New York: MLA, 1961. 26p (MF-$0.65 HC-$3.29 ED 003 949).

A survey was conducted of 93 schools which offered foreign language instruction in ten major cities. These schools were self-supporting and not included in such academic categories as colleges, public high schools, and private preparatory schools. Information on the study of languages foreign to Americans were gathered by interviews with each school, and the investigation was concerned with enrollments, class size, methods of instruction, audio-lingual aids, age and types of students, and school and teaching staff. The findings indicated that (1) enrollment had increased between 1955 and 1960, (2) Spanish, French, German, Russian, and Italian were the main languages taught, and (3) eastern states enrollment was larger than the combined enrollment of the schools from other regions.

127
Russo, Joseph Louis. "The Study of Modern Languages in Our Colleges." MLJ 9(Dec 1924), 137-147.

In response to 150 questionnaires requesting the number of enrollments in French, Italian, Spanish, and German, 93 answers were received. Totals ranged from 77,748 enrollments for the year 1920-21, to 87,474 for the year 1923-24. Eight pages of statistical tables report the enrollments of the four languages by universities and are tabulated according to the geographical divisions of North Atlantic, South Atlantic, North Central, South Central, and Western States. French and German are by far the most popular, and in many colleges during 1920-24 they are the only languages freshmen are allowed to take. Italian is offered to a very limited number of students, and Spanish is offered everywhere but occupies a minor role.

128
Striano, Antonio, comp., and Elvira Adorno, ed. Italian in the Colleges and Universities of the United States. New York: MLA/ERIC, 1970. 149p (MF-$0.65 HC-$6.58 ED 040 620).

There are five major sections in this guide of Italian study programs in U.S. colleges, universities, and specialized schools. The areas covered include a list of the institutions offering introductory courses, minor and major preparation, M.A. and Ph.D. programs, and study abroad programs. Bibliographic information, addresses of the institutions, and an alphabetical index of the universities referred to in the guide are included.

129
Terras, Victor. "A Survey of the Teaching of Russian in the U.S., Fall 1966. Part I: Colleges and Universities." Slavic and East European Journal 11(Fall 1967), 308-320.

Over 3,000 questionnaires were sent to colleges, universities, and high schools in the fall of 1966 in order to estimate the extent of Russian language enrollments. Part II of the survey covers secondary school statistics and appears in SEEJ 19(Winter 1967), 450-463. Approximately 85% of the higher education institutions responded, and of the remaining 15% who did not, it is assumed that at least 30 of these colleges have a Russian program. Final results are tabulated by state and then by institution with distinctions made for undergraduate and graduate programs. Of the 1,447 colleges reporting, 531 institutions offer Russian, 151 have discontinued their Russian programs, and eight have Russian planned for their curricula. There was a total of 31,726 students enrolled in Russian; a total of 1,204 teachers employed; 139 A.B. programs and 48 graduate programs. Statistics are also given for the number of language laboratories in use, Russian or Slavic Clubs in existence, and those institutions (again listed by state) offering specialized Russian-related area studies.

130
Tierney, Hannelore, et al. Manpower in the Neglected Languages, 1963-64. A Report in Five Parts. New York: MLA, 1965. 297p (MF-$0.65 HC-$9.87 ED 010 469).

This study of "neglected languages" in United States colleges and universities in 1963-64 supplemented an earlier study conducted during the academic year 1962-63. The present report showed (as did the earlier one) that the neglect is diminishing with enrollments of about 21,000 in foreign language classes, excluding the "Big Five" (French, German, Italian, Russian, and Spanish), as compared with 17,000 enrollments reported in the earlier study. In 207 colleges and universities in the United States, 70 "neglected" languages were being taught. Five languages had enrollments of more than 1,000 each–Hebrew, Japanese, Chinese, Portuguese, and Norwegian; Arabic, Polish, Swedish, and Vietnamese had enrollments of 500 to 1,000 students. (For related information see item number 115.)

131
Vamos, Mara, et al. Language Learning in American Colleges and Universities–Data on Degrees, Majors, and Teaching Practices. New York: MLA, 1961. 20p (MF-$0.65 HC-$3.29 ED 003 958).

Several aspects of the teaching and study of modern languages in higher education were surveyed, such as: (1) degrees awarded in 1958-59, (2) majors enrolled in the fall of 1959, (3) availability and use of language laboratories, residential houses, and programs abroad, and (4) curricula and staffing trends. Questionnaires were addressed to modern language chairmen of 1,125 institutions. From replies to this questionnaire and from replies to two other surveys conducted simultaneously, it was found that only 1,052 of the 1,125 institutions contacted offered modern foreign language instruction. A total of 922 reported that they were either offering degrees with a major in modern language (729) or offering instruction but not a degree (193). On the basis of the findings it was possible to predict the areas and extent of the shortage of modern foreign language teachers for the next two years. The increase in enrollments at the undergraduate level is an assurance that an increasingly large number of educated people will be able to speak, read, and understand a foreign language at the beginner's level. But the conclusion was that, if the national need for people with a sound knowledge of foreign language and culture is to be met, additional efforts are necessary to attract larger numbers of intelligent people to study foreign language and culture at the graduate level.

132
Vamos, Mara, et al. Modern Foreign Language Enrollments in Four-Year Accredited Colleges and Universities, Fall 1958 and Fall 1959. New York: MLA, 1961. 90p (MF-$0.65 HC -$3.29 ED 003 956).

A national survey was conducted of modern language enrollments for the fall of 1958 and 1959. Discussions centered on (1) national data, (2) breakdown by languages, (3) coverage of the survey, (4) statistical tables, (5) critically needed languages, (6) data on Puerto Rico, and (7) survey tables. The report showed that in 1,039 institutions during the one-year interval enrollments increased by 13, 16.9, and 15%, respectively, for undergraduate, graduate, and "special" groups.

133
Vamos, Mara, et al. Modern Foreign Language Enrollments in Four-Year Colleges and Universities, Fall 1960. New York: MLA, 1961. 76p (MF-$0.65 HC-$3.29 ED 003 957).

Modern language enrollment data were presented dealing with four-year institutions of higher education for the fall of 1960. A comparison was made of the total enrollments of 1958 and 1959, which showed an increase of 27.8% over the previous two years. Included were discussions of (1) national data, (2) breakdown by languages, (3) statistical tables, (4) critically needed languages, and (5) a comprehensive survey table. The findings indicated that the increase in language enrollments should result in more teachers for the various languages. Small enrollments in the critical languages, however, were felt to be of serious concern to the nation.

134
Vamos, Mara, and John Harmon. Modern Foreign Language Faculties in Colleges and Universities. New York: MLA, 1961. 42p (MF-$0.65 HC-$3.29 ED 003 959).

The availability and national distribution data of modern language teaching manpower in institutions of higher education for 1959-60 were coordinated, tabulated, evaluated, and reported. Canvassing was conducted of 1,700 department chairmen at 1,170 colleges and universities for (1) names and positions of language teachers, (2) languages taught by each person, (3) type of courses taught, and (4) type of employment. Survey tables were presented of (1) state and national totals, (2) totals within six regional accrediting associations, (3) totals by regional group, and (4) statistical analysis results. Two special addenda were also included which listed the critical languages with the number of states, institutions, and teachers arranged (1) by alphabetical order by language and (2) by state.

135
Zeydel, Edwin H. The Teaching of German in the United States from Colonial Times to the Present. New York: MLA, 1961. 54p (MF-$0.65 HC-$3.29 ED 003 941).

An historical account of the teaching of the German language in the United States was reported. A large variety of materials were surveyed to provide the information needed for this summary, including textbooks, articles, publications, and related materials. Emphasis was placed on the teaching of German to the English-speaking school and college population. Discussions were presented on (1) the Colonial era, (2) the Revolutionary War to 1825, (3) an uphill struggle–1826 to 1876, (4) era of self-examination–1876 to 1889, (5) first decades of the 20th Century–1900 to 1916, and (6) period of recuperation–1917 to 1957.

III. ARGUMENTS FOR AND AGAINST THE STUDY OF FOREIGN LANGUAGES.

136
Aldrich, C.E. "The Place of Foreign Languages in a Unified Liberal Arts Program." MLJ 25(Oct 1940), 31-38.

The place of foreign languages in a unified liberal arts program is determined by its close relationship to a unifying principle: liberation of the mind from the bonds of ignorance, from the complexity of human experience, from the limitations of space and time, from the tyranny of symbols, and from the bonds of self.

137
Andersson, Theodore. "The Faces of Language." Graduate Journal (Fall 1964), 304-321.

Although the central case advanced is for implementing foreign language classes in the early grades, the multiple benefits of language study enumerated have implications for college language programs. The principal values of modern foreign languages are considered under the headings: language as a tool, language as communication, language as culture, language as style. Language as a research tool in graduate work presents the narrowest aspect of language. The meagerness and lateness of the required reading proficiency makes a mockery of the whole language requirement. Various surveys document that most graduate students, especially social socience majors, rarely read a single document in the foreign language learned. Valuable research in other countries is lost because of this inability to read another language. The value of language as communication lies in its ability to free individuals from their own linguistic limitations. Language as culture humanizes the individual; and language as style, involving as it does the study of literature, liberalizes the human spirit. A college language degree requirement which does not consider these "faces of language" fails to provide the liberal arts ideal of education.

138
Axelrod, Joseph. "The Navy Language School Program and Foreign Languages in Schools and Colleges: Aims and Techniques." MLJ 29(Jan 1945), 40-47.

The author describes his report as a first-hand description of an intensive language course, and summarizes the significance of the aims and techniques of this course for the teacher of civilian language courses.

139
Benardo, Leo. Foreign Language Programs in the Seventies: Boom or Bust? 1970. 9p (MF-$0.65 HC-$3.29 ED 039 822).

A forecast of foreign language instruction during the 1970's suggests that new programs combined with imaginative media and altered attitudes may save the discipline from extinction despite the rising reduction of requirements in second language credits. A review of the 1960's identifies the role of the American Council on the Teaching of Foreign Languages (ACTFL) and the accomplishments in language learning gained through the establishment of the National Defense Education Act Institutes (NDEA). An appeal is made to coleges to de-

velop relevant and stimulating curricula and instructional materials. Secondary school administrators and language teachers are urged to utilize the new media more extensively, to consider limiting course objectives, and to implement individualized instruction.

140
Benesch, Alfred A. "The Case of the Modern Foreign Languages." MLJ 25(Jan 1941), 273-279.

Vocational counselors in schools and colleges have frequently been responsible for deciding the business or profession a student should enter. Their judgments have more often than not been based on predictions of a child's ability too early for the individual to have developed his potentials. These educators have denied an opportunity for the wholesome and well-rounded development of the child by influencing such students to enter into purely vocational careers. Shorter working hours and the promise of prosperity would mandate the importance of developing cultural and intellectual interests. Modern languages could contribute to these aims. The value of foreign language study is destined to increase as America enters into more intimate political, commercial, and intellectual relations with other countries.

141
Benjamin, Harold. "Languages in General Education." MLJ 37(Nov 1953), 327-330.

The central task of general education is to provide the nation's youth with rudimentary knowledge and basic skills that will not become obsolete with social, political, economic, and educational changes. Historically, school systems have been hampered in this pursuit by an over-emphasis on vocational qualifications. There are specific attributes which properly constitute a general education, and in all of these—communication, social awareness, controlling and understanding nature, and the creation and enjoyment of beauty—foreign language study can contribute.

142
Brickman, William W. "Foreign Languages and the Educator." School and Society 97(Mar 1969), 136-137.

A college administrator pleads for the continuation of the foreign language requirement by affirming the value of language knowledge as an indispensable research tool. Noting that there are increasing signs of revolt against the traditional requirements of two languages, Mr. Brickman considers it "perilous" to undertake research in any discipline without involving materials written in other languages. Contrary to the common assumption, all foreign writings have not been reduced into English. The regular appearance of many polyglot publications from Europe signifies a trend in scholarly literature which may herald the equalization of cultures. The trend away from foreign languages can be reversed.

143
Byrnes, Robert F. "The Future of Area Studies." ACLS Newsletter 19(Nov 1968), 12-18. (MF-$0.65 HC-$3.29 ED 027 789).

The considerable progress achieved in the United States in expanding and improving research and instruction in foreign area studies programs has now become one of its major problems. In the past few years, administrators, foreign area specialists, American govern-

ment, and private foundations, persuaded that all the problems have been solved, have failed to recognize that the hazards of the future are far more challenging than those already overcome. If the program is to advance, (1) the new goals must be identified, (2) ways of achieving them must be planned, and (3) such organizations as the American Council of Learned Societies must continue to function in making those concerned aware of current difficulties and opportunities, in assisting them in resolving organizational problems, and in creating meaningful standards for broadening the scope of the areas studied.

144
Carter, Boyd G. "Foreign Languages and Some Objectives of the Liberal Arts College." MLJ 26(Oct 1942), 424-430.

The specific objectives of the liberal arts college are listed and examined. Of the seven purposes mentioned, the reading knowledge of a foreign language is the most controversial and the one item most likely to be excluded. It is possible for many college students to graduate without ever having studied a foreign language. A qualitative requirement for graduation would assure foreign languages a secure position in the curriculum. In view of this consideration, the author discusses the contributions, actual or potential, of foreign languages to the liberal arts program.

145
Chandler, Arthur A. "Foreign Languages in the Liberal Arts Curriculum." MLJ 45(Nov 1961), 293-295.

Foreign language teachers can have a rationale for the often questioned foreign language requirement. Administrators, students, and parents should understand that language study is valuable as an instrument of culture, and that truly integrated language courses contribute immeasurably to any liberal arts program. The important concern is to stimulate student interest beyond the academic requirement toward an appreciation of the foreign literature and culture. Advances by the language profession in improving the methodology and course quality are notable. Now it is the individual teacher's task to take advantage of the enthusiasm and support to ensure languages a permanent place in the liberal arts curriculum.

146
Count, Earl W. "Linguistics in the Liberal-Arts Curriculum." Journal of Higher Education 25(Jan 1954), 129-134.

A linguist asks how members of his profession can help in making America conscious of foreign languages and in freeing her from a geographically-imposed monoglot isolation. The following theses are a few of the recommendations submitted: (1) impart more quickly a working knowledge of the language, (2) explain a language's "inner logic", (3) show language as being a "culturological phenomenon."

147
Engel, E.F. "The Value of Knowing Modern Foreign Languages." MLJ 24(May 1940), 568-572.

An analysis of the pros and cons of teaching modern foreign languages and a proposed remedy for the ailments attributed to foreign language instruction, this report is a reprint

of a broadcast aired over radio station KFKU, University of Kansas. The announcer defends the study of foreign languages for practical and cultural reasons, reviews the status of language teaching in Kansas' schools and colleges, and urges the radio audience to give modern foreign languages a more imposing role in liberal arts programs.

148
Feise, Ernst. "Aims and Values of Foreign Language Study." MLJ 14(May 1930), 631-637.

A U.S. Office of Education report by M.V. O'Shea published in 1927 is re-examined, in part critically; cultural values of modern language study are reasserted, and a new trend from materialism toward idealism makes renewed demands on the language teacher.

149
"Foreign Languages in Liberal Education Today." PMLA 68(Jun 1953), xiii.

The limitations of monolingualism can erect a barrier to the world's cultures. Americans can no longer afford the easy luxury of a parochial culture either for themselves or their country. The study of a foreign language is a fundamental element in a liberal education, and it is this particular value rather than the "tool" value which should be stressed. There is no substitute for experiencing another culture at first hand.

150
"Foreign Languages on the March Again." School Review 61(Jan 1953), 3-7.

Advances made in furthering the study of foreign languages are appraised. Language teachers are advised to assume the responsibility for future evaluation andfor objective program planning. The place of foreign languages in the curriculum has been a result of prejudice and pressure rather than any well-grounded evidence.

151
Fornwalt, Russell J., and Herbert W. Rogers. "An Investigation of the Values of Modern Language Study in College." MLJ 19(Dec 1934), 161-164.

Rather than present discussions of the foreign language requirement andlanguage enrollments by administrators and language teachers, this investigation centers on the opinions of college graduates and what they consider to be the value of foreign languagestudy. Questionnaires were sent to 500 alumni of Lafayette College (Easton, Pa.). Over 273 graduates (55%) responded. The conclusions of the poll indicated the following: (1) Frenchproved to be the most widely studied language; (2) there is a tendency on the part of themore recent classes to take less language than classes of 10 to 20 years ago; (3) after mathmatics, foreign languages are the most difficult college subject; (4) nine out of ten graduates are interested in some phase of language study; (5) the study of foreign languages is thught to be of some value; (6) graduates rarely use their foreign language skills after gradution; and (7) college graduates believed there should be a foreign language requirement forthe B.A. and B.S. degrees.

152
Gosch, Marcella. "Foreign Languages in Junior Colleges." MLJ 25(Oct 1940), 44-47.

Foreign language curricula in junior colleges stress the cultural and vocational aims of education. The author, seeking to determine the status of foreign languages in two-year colleges, devised a questionnaire probing the choice of language, the pre-professional courses requiring language study, and the ways in which foreign languages are encouraged. Of 85 questionnaires sent to junior colleges, 55 questionnaires were returned and constitute the basis of the survey. The writer, a German instructor (at Worthington State College in Minnesota), includes extensive details on German courses, classroom techniques, and text materials.

153
Greiner, Otto A. "The Main Objective in the Study of Foreign Languages." MLJ 23(Dec 1938), 209-213.

The main objective in modern foreign language study should be an understanding of language. What was once the by-product should become the main objective. While the student is becoming knowledgeable about language, he can be learning the fundamentals of German, French, or Spanish.

154
Grittner, Frank M. Teaching Foreign Languages. New York: Harper & Row, 1969. 370p

Mr. Grittner, in the second chapter of his book, examines "Why Should Americans Study a Foreign Language?" The reasons set forth range from a question of national survival to a matter of obtaining a better-paying job. Both practical and educational advantages are valid, but the crucial issue is that "diversity of language is a fact of human existence since 7/8's of the world's peoples do not speak English." Furthermore, argues the author, foreign language study is essential for the full development of the individual.

155
Hart, Olive Ely. "Modern Languages in the Modern Curriculum." MLJ 34(Feb 1950), 126-131.

It is obvious from history that barriers of speech more than barriers of mountains or seas have separated men and kept them from uniting in building one, free world. During Western Europe's early years there was an attempt by the universities to develop language fluency. In New England schools, patterned after the well-known Public Schools of England, Latin and Greek were the media of instruction, and, elsewhere, modern languages were accepted into the curriculum. Two obstacles influence the flourishing of monolingualism in the United States. Our culture is derived from the English who have long believed in the sufficiency of their own language, and, secondly, the U.S. has traditionally been insular in habits and thought and vigilant in attempts to Americanize all new-comers. The methods of instruction have long been disputed and caused language enrollments to diminish. Despite the obstacles enumerated, an optimism is voiced for the future of foreign language study in the coming decades.

156
Hauch, Edward F. "What Right Has Language Study to Survive? A Manifesto for Languages." MLJ 25(Jan 1941), 280-292.

Language teachers can defend language study on the basis of the scholarly, commercial, and practical advantages. The educated public needs to be enlightened on the importance of language study for the restoration of culture. The ideology of language study must ultimately take into account the relationship between human speech and human intellect. Language and thought are dependent upon one another, and thought is only possible through the medium of the "Word". If foreign languages are to be learned (granting the efficacy of conclusions drawn by neuropsychologists), language learning should begin at an early age. Neurophysiology could assist in implementing second language learning. Thus, the foreign language problem is not solved when certain courses are required. It becomes the educational centers' singular task in our democracy to teach students what they want to learn.

157
Henmon, V.A.C. "Recent Developments in the Study of Modern Language Problems." MLJ 19(Dec 1934), 187-201.

A more intelligent appreciation of the value of the study of the modern foreign languages as instruments of instruction is evident. Language teachers are open-minded and willing to experiment in the solution of their problems. Such experimentation will produce a better selection and classification of students, a precise agreement on projected aims, and a more realistic and effective curriculum.

158
Holzhauser, Emil K. "Seven Reasons for Studying Foreign Languages." MLJ 26(May 1942), 338-340.

There are seven practical and cultural reasons why foreign language studies are indispensable to a liberal education. The main purpose of language study is to train future teachers. Other considerations are that learning a foreign language: (1) provides mental discipline, (2) aids in the students' English courses, (3) offers science students a research tool, (4) increases students' appreciation of foreign culture, (5) gives students a perspective of American culture, and (6) erases prejudice.

159
Hubbs, Valentine C. "Some Thoughts and Facts on Language Study in American Education." Unterrichtspraxis 3(Apr 1970), 94-96.

Language study in the American educational system must once more justify itself. The gains made by the government, colleges, and professional organizations to support foreign language study since the 1940's must not be lost nor the hope of a linguistically sophisticated America be abandoned. College entrance and degree requirements should be maintained in order to keep languages in the schools. Negative criticisms of foreign language study and German, in particular, are reviewed.

160
Hutchinson, Mark E. "The Place of Foreign Languages in Post-War Education." MLJ 30(May 1946), 256-264.

It took World War II to shock Americans into the realization that the nation was suffering from linguistic deficiencies. Not only are Americans unacquainted with foreign languages, but the average, educated individual's vocabulary in English is sorely inadequate. "Language is the most important of all formative influences at molding intellect and character. . . the unity and well-being of any people depend upon the efficiency of communication." Language arts must contribute to the realization of general educational objectives, and their importance will increase. The war has made some of the values of a knowledge of foreign languages more evident. Curriculum revisionists should take advantage of this enthusiasm and renewed interest. The author predicts three developments in foreign language study: first, increased interest in regional studies of foreign cultures, both ancient and modern; second, the construction of courses in elementary linguistics in an effort to raise the nation's knowledge of language in general and English in particular; third, an effort to make foreign language study and teaching a vital part of general education.

161
Johnston, Marjorie. "How Valuable Are Foreign Languages in General Education?" MLJ 27(Jan 1943), 90-95.

Foreign language study can be functional if the students and their needs are clearly understood. Stephens College in Columbia, Missouri is attempting to vitalize language courses through placement of students, through correlation of subject matter and related extra-curricular experiences, and by individualized instruction. Varied means of evaluation lead to improvement.

162
Kirch, Max S. "Relevance in Language and Culture." MLJ 54(Oct 1970), 413-415.

The golden age of foreign language teaching may be over. While there is some excellent teaching taking place, the effects are being eroded by an abundance of poor teaching. Foreign language preparation in the high schools continues to be far from uniform, especially in the utilization of language laboratories. Priorities will embrace a reevaluation of the educational program and past objectives to meet the needs of the students, not his wants; to emphasize the elements of a liberal education which prepare the individual for the social and humane facets of life; and to include the cultural aspects with the linguistic in language instruction.

163
Kurz, Harry. "Whither Foreign Languages?" MLJ 22(May 1938), 563-571.

Members of the foreign language profession cannot effectively prophesy on the future of the discipline since, in many cases, their own specialty hampers an objective and disinterested point of view. Nevertheless, language teachers continue to comment on the issue, noting that of all the civilized nations of the world only the United States seems concerned about the value of foreign languages. Language study in the United States varies from one region to another depending in some measure on the political events in the mother-country. On the whole, while language study is not subject to any clear accountability the utilitarian

value continues to be stressed over any cultural gains derived from learning a second language. The author believes that "no one can take extraordinary pride in the position which foreign language occupies today in the American school system." The basic reasons for this failure are cited, and suggestions advanced by which language study could contribute to the cultural atmosphere of the land. First, the academic and non-academic students should be identified at an early age with the latter students assigned to vocational schools. There should be a better selection of teachers by higher standards of preparation. More time than is now allowed under a two-year language requirement should be allotted to the study of foreign languages.

164
La Fountain, M.D. "Tempus Fugit." Classical Outlook 47(Apr 1970), 85-86.

A classics teacher looks back wistfully to the 1920's when Latin was the most widely elected foreign language in American schools and colleges. Now, he ponders, what can be done to reaffirm the value of Latin study in order to gain new interest in the discipline? Latin enrollments are reviewed and the contributions of the Classical Leagues noted.

165
Lashbrook, Austin M. "The Place of Latin in the Curriculum." Canisius College Language Methods Newsletter 7(Fall 1969), 16-20. (MF-$0.65 HC-$3.29 ED 034 458).

The diminishing status of Latin in the curriculum underscores the author's plea to Latin teachers to strive toward the implementation of nine suggestions concerning: (1) improved teaching, (2) professional cooperation, (3) institutes and workshops, (4) organizational support, (5) the Junior Classical League, (6) experiments and projects, (7) curriculum planning, (8) teacher shortage, and (9) professional attitudes. Three major reasons for including Latin in the curriculum are related to making study relevant to the current epoch. Five forces which have worked against the growth of Latin and a rejection of the typical justification for study are presented.

166
LeCoq, J.P. "Educational Values of Modern Languages in Our Modern Civilization." MLJ 24(Feb 1940), 323-329.

The author describes the values of foreign languages and declares that a knowledge of the subject not only distinguishes an educated man but offers insights into the material, intellectual, and psychic life of other peoples. The benefits inherent in foreign language study are that language correlates with all other subjects, language is necessary as an aid to general culture, as an adjunct to science, as an instrument of international understanding, and as an axis for commerce.

167
Lester, John A., Jr. "Languages and a Liberal Education." MLJ 42(May 1958), 213-217.

Theories abound on the campus and elsewhere on the values of foreign language study and the place of foreign languages in a liberal education. There is no question that a person who is linguistically accomplished and who has mastered a foreign language is sought after

and envied. The controversies over the cultural values of foreign language center mostly on the beginning stages of second language learning which are thought of as bewildering and mechanical. Some objections to language teachers being trapped in their own techniques and methodology are sustained. Two primary, pedagogical principles are set forth as a panacea. Language administrators should consider the interests of the students and teach language courses with a cultural approach, not just vocabulary and paradigms. Teachers should pace classes, so that the students see visible progress in their attempts at language acquisition.

168
Levy, Harry L. "The Place of Latin in the Total Foreign Language Curriculum." FLA 1(Oct 1967), 13-17.

Thanks to William Riley Parker and his "The Case for Latin," the positive values of Latin study for the American student have been expressed elequently for the present generation. But a revision of the curriculum is needed. Latin at the secondary school level should be principally a three-year sequence in grades 10-12, following initial study of a modern foreign language with audiolingual emphasis. Adequate introductory Latin materials seem now available, but the typical preoccupation with Caesar (second year) and Cicero (third year) should give way to anthologies (second year) and Vergil (third year). With this beginning, Latin instruction at the college level can offer a rich variety of cultural material which will be meaningful to modern youth. Latinists should set their house in order, and modern foreign language teachers and others should give enlightened support.

169
Lide, Francis. "The Justification of FL Study Today." Unterrichtspraxis 3(Spring 1970), 98-100.

For foreign language professionals, a knowledge of a second language is in the best interests of the nation. The argument is no longer convincing, however, to justify foreign language study. Various reasons are cited for this axiom. Recent American triumphs in space underline the technological gap between the United States and other nations. America's major goals are shifting from the global to the domestic realm, and this introspection promotes isolationism and monolingualism. Foreign language study can only be justified, therefore, in terms of its intrinsic value and its professional and intellectual utility.

170
Lieberman, Samuel. "Why Study Classical Languages?" Classical World 64(Sep 1970), 14-19. (MF-$0.65 HC-$3.29 ED 040 617).

Both the positive and the questionable value of knowing Greek and Latin are explored in this presentation. Professor Lieberman maintains a probing perspective as he realistically examines the prevailing attitudes toward the study of classical languages. The speaker's reasons for encouraging the pursuit of Greek and Latin are two-fold: the literatures and cultures of those people are alive and vital, and the ideas and ideals reflected in their key literary works are relevant and can serve as models in contemporary life. A plea is made for society and the school to recognize the importance of the classics. If the languages and the literatures in their original form cannot be taught, reminds Professor Lieberman, literature courses in translation should be available.

171
Lind, Melva. "A Dean of Women Looks at Foreign Language Study." French Review 25(Feb 1952), 278-283.

The timelessness of foreign language study is acknowledged as its principal asset. A former French teacher transfers her linguistic, literary, and cultural training to a new task as Dean of Women, and recalls how her educational preparation has aided her. She views foreign language study as particularly beneficial to women students whether they marry or select careers in the government or industry. Two implications are inherent: that students be endowed with at least an average amount of linguistic ability, and that language instruction be of high quality.

172
Lind, Melva. "The Implications of Present and Future Responsibilities and Opportunities of Higher Education for Foreign Languages." School and Society 77(Apr 1953), 311-312.

World leadership imposed on the United States demands a selection of keen multilingual specialists. Specific language programs designed to meet individual needs of students could answer the challenge. Core requirements could provide the basic language skills and build a firm foundation for advanced language study. Teacher training improvement rates high on the priority list, and so is a reorganization of graduate degree requirements. Foreign language study should be encouraged at every level of American education. Language teachers have a real contribution to make toward international understanding.

173
Mertens, Gerard M. "Why Even Limited Foreign Language Study Is of Value." (Speech delivered on 1 May 1965 at Wisconsin State University, Whitewater.)

Language study is one of the most important of the required subjects, and all students, regardless of their academic standing, should receive some second language experience. Foreign language study can (1) develop sound study habits, (2) introduce logical and clear thinking, (3) increase the knowledge of one's own language, (4) foster and improve international relations, and (5) overcome provincialism.

174
Morgan, Bayard Quincy. "What Is Foreign Language Study For?" MLJ 34(Jan 1950), 27-34.

Foreign language study should be for educational development, not for skill training. Second language acquisition should be for enrichment not just utility, and for culture not just activity. The intensive oral approach to foreign language teaching presently in vogue, sometimes called the "Army method," is charged with emphasizing practice over precept and examples over rules. Reading mastery is preferable to oral mastery just as ideas are preferable to skill achievement. The main reason for studying a foreign language should be as a "gateway to literature," and reading comprehension ought to be at the center of the foreign language curriculum.

175
Morgan, E.A. "Why Study Foreign Languages? (Student-Faculty Collaboration)." MLJ 28(Jan 1944), 43-45.

Foreign language teachers are well aware of the affirmative arguments for promoting their subject. It would be well if they could convert their students to assuming the role of propagandists for the cause instead of apologists. One approach is to distribute a list of the practical, intellectual, cultural, moral, aesthetic, and recreational values of foreign language study, and then ask the students to contribute additional lists of reasons for learning second languages.

176
Morrison, J. Cayce. "An Administrator Looks at Language Study." MLJ 29(Dec 1945), 679-687.

World War II brought opportunities for world leadership to the people of the United States. It is apparent that such leadership can be exercised wisely only insofar as the aspirations, the hopes, the ideals, and the thoughts of others are known and understood. In the final analysis, such wisdom is gleaned only through the knowledge of language as a working tool. To gain such mastery of the languages of other peoples as will be needed by Americans in the years ahead presents many problems which must be finally answered in terms of experimentation and research. In the future, cultural values of language study alone should not be the singular aim. Administrators should strive to attain those cultural values through teaching languages as an essential instrument in the exercise of world citizenship.

177
Myron, Herbert B., Jr. "Higher Education and the Future of Foreign Languages. Aims and Needs." MLJ 42(Oct 1958), 265-271.

How can teachers of modern languages and literatures help their college students to acquire and to develop spirits of curiosity and courage in facing their uncertain futures? The challenge can best be answered by defining the ideal "education," "communication," and "administration." Language department administrators are offered counsel on the three issues in an era of transformation and change. Significant developments in foreign language study are reviewed, and the impact made by government, business, and general education upon foreign language learning is noted. In higher education, language study can make a significant and indispensable contribution through "imaginative identification" and "personal involvement." Communication ought to transmit accepted tradition and commitment and foster a respect for challenge and change. Basic textbooks and the effective teaching of literature are foremost. Administrators are most capable when they plan their language programs conscientiously, with a view of altering requirements and curricula as necessary, serve as liaison with high schools and other departments, follow language enrollments and course offerings, and keep the department vigorous and refreshed. Above all, the language administrator should keep himself professionally and personally involved.

178
Olinger, H.C. "Whither Foreign Languages?" MLJ 30(Nov 1946), 395-403.

Two universities, the Massachusetts Institute of Technology and the University of Texas, present trends in the aims and objectives of their foreign language programs. The M.I.T. committee reports no language entrance requirement but strongly recommends that science students study German, Russian, or French, depending on their particular field of interest. The study of foreign languages is encouraged if the discipline fulfills a definite use. A reexamination of the entire language program led officials to revise the sequence of introductory

courses and to require that entering students be assigned to courses on the basis of a placement examination, a procedure followed by all students except those entering with college credits in a foreign language. The remainder of the University of Texas report applies only to the Department of Romance Languages and outlines first-year courses for 1946-47 in Spanish and French stressing the audiolingual approach.

179
Parker, William Riley. "The Case for Latin." PMLA 79, Pt. 2 (Sep 1964), 3-10.

An English teacher's main concern in defending the role of Latin in American education is to delineate the relationship of language to wisdom, and to renew an allegiance to the humanistic tradition. Professor Parker views Latin as the "inexhaustible mother lode of Western Civilization," and argues that the case for Latin is, indeed, a strong one since (1) offered primarily as a second language it demonstrates a valuable experience, and (2) studied at a more advanced level it affords the student a unique sense of our cultural and linguistic past. Latin enrollments in 1964 would seem to justify his affirmative stand. In private and public secondary schools (grades 7-12) about 1,167,000 pupils were taking Latin, and in colleges nearly 1,000 students elected it as a major. On the other hand, the percentage of Latin students in public secondary schools declined from 16% in 1934 to a current 5%. The familiar claim that Latin improves one's knowledge of the English language is reiterated, as is the theory that genuine competence in Latin also speeds the formal acquisition of any of the Romance languages. Accolades are paid to classicists in our educational system. There is no argument advanced for a uniform language requirement. Rather, the implication is made that the language requirement should not exclude Latin (or Greek) and that if it does it is "educationally indefensible." The humanistic goals for Latin study are stressed above skill acquisition, and the recommendations for teaching Latin run parallel to those mounted for modern languages. A minimum of four years in one foreign language is better than two years in two foreign languages; the foreign language program should be expanded from the senior year backward; it is not altogether necessary to divert public funds (such as those represented in the 1958 National Defense Education Act) for improving the teaching of Latin. Latin, however, should receive wider attention, and should be considered as a basic ingredient of the curricula.

180
Pei, Mario A. "The Function of Language in the Post-War World." MLJ 28(Mar 1944), 280-285.

An optimistic prophecy is voiced on the future of languages despite a decrease in regular language courses and the unwillingness of the federal government to recognize the importance of language study. Languages could unify the world's peoples by arousing intelligent and sympathetic interest in foreign cultures. The urgency for language teachers is to refrain from "internecine warfare between language and language" while advocates of linguistic isolationism are taking advantage of the discord. Instead, language professionals are advised to strengthen their influence by agreeing on common directives, methods, and objectives.

181
Pei, Mario A. "One World? One Language?" MLJ 31(Jan 1947), 11-14.

Adopting a language of international currency need not threaten language students or teachers. Foreign languages would continue to flourish, as it would take two or three centuries

of an international language to make second languages obsolete. The world's leading languages would be studied exclusively for their cultural value. Full linguistic understanding could be a deterrent against wars. However, neither of these ideals could be achieved unless nations agree on the choice of an international language, and, if that language is English, unless the present form of English is purged of traditional spelling and antiquated phonetics.

182
Peyton, Myron A. "A Note on Present Attitudes toward Foreign-Language Teaching." MLJ 29(Nov 1945), 596-602.

During the present reexamination of curricular matters, the teaching of modern foreign languages is demanding attention. The developments inevitably involve a review of language goals and language values. Misconceptions and biased attitudes have impaired the function of foreign language study in liberal-arts education, and have retarded vital accomplishment at the level of higher studies.

183
Phillips, Walter T. "Do Students Want to Study Foreign Languages?" MLJ 27(May 1943), 339-341.

It is common knowledge that there is widespread sympathy among the general public toward foreign language teaching. A survey of student opinion taken at San Diego State College shows the same friendly attitude. In the face of this evidence, how do foreign language critics justify their stand against foreign language instruction?

184
Polak, Louise L. "Foreign Languages: For What?" Improving College and University Teaching 13(Summer 1965), 169-171.

Today's changing emphasis in teaching languages recognizes the importance of the audiolingual skills. The chairman of the foreign language department of Bogan Junior College, Chicago, outlines aspects of foreign language instruction. In advocating a foreign language program, Professor Polak tries to establish the priorities which contemporary life itself demands. There is no intention of downgrading the importance of literary study. Literature courses are for third-year students and even then only a superficial view can be expected. A true knowledge of foreign literature is only for those students who select the discipline as their specialized field of study; for others, it is a sham. "Why should the general student of foreign language be held accountable for something (literary classics) for which the average citizen of that country has little interest?"

185
Pollock, Thomas Clark. "Report of the Commission on Trends in Education." PMLA 70(Apr 1955), 79-80.

The Commission on Trends in Education during a May 1954 meeting in New York expressed concern about the "increasingly unfortunate consequences of the monolingualism of most American college graduates." Teachers of English could with their active support in-

fluence student attitudes toward foreign language study by mastering the foreign languages themselves, encouraging students to acquire foreign language skills, and supporting language study in the communities and institutions. The full text of the report appears in the September 1954 PMLA.

186
Reinert, Henry. "Latin Is Dead. Long Live Latin." DFL Bulletin 7(Oct 1967), 9-11. (MF-$0.65 HC-$3.29 ED 016 443).

There must be a change of emphasis in the reasons offered for studying Latin. Instead of stressing improved English grammar and vocabulary and preparation for certain professions as the benefits of Latin study, we should capitalize on the unique quality of Latin, that it is a dead language, and move students as rapidly as possible into the study of Roman literature. Studying Latin is a valuable way of learning about the past, a necessary knowledge even in the most modern fields, and of gaining an insight into our cultural heritage. Perhaps the greatest factor in declining Latin enrollments is that teachers and textbooks have tried to make Latin a living language, a spoken language, and have attempted, unwisely, to impose audiolingual methods.

187
Rettig, John W. "Foreign Language Study: A Proposal." Liberal Education (Bulletin of the Association of American Colleges) 54(Oct 1968), 429-434.

American society is in a transitional stage with both the American character and the American educational system evolving. Mr. Rettig cites three factors–our international involvements, our vast leisure, and our aesthetic poverty–as contributing to this phenomenon. The author discusses one aspect of the evolution and recommends a curricular proposal. His stand is that the study of foreign languages will meet all three problems and will also afford other benefits.

188
Roach, Corwin Carlyle. "Language, the Key to Life." MLJ 35(Oct 1951), 430-436.

The values and uses of foreign language study are enumerated by the Dean of the Divinity School, Kenyon College in Ohio. Dean Roach, concerned about the national 17% decrease in college language enrollments, appeals to language teachers to recognize the advantages of second language acquisition on an individual and national level. "To speak a foreign language is to be a citizen of two nations," the author claims. The clergyman objects to the refined degree of educational specialization and linguistic isolation current in the U.S., since both conditions lead to "sterilization".

189
Roehm, Sefred I. "Defending Modern Languages Before Our Curriculum Revisers." MLJ 16(Dec 1931), 228-231.

Superintendents, administrators, and professors of education are not as a class favorable to modern languages. Most of the curriculum revisionists base their opposition on their own personal experience in second language learning. Modern languages would be accepted in the

curriculum if a practical reading knowledge could be attained in two years. Language teachers and administrators should share common educational objectives. If the goal of academic endeavor should be to assist in earning a living and to develop intellectual interests, sound citizenship, and wholesome use of leisure time, modern language training can be defended on the ground that it contributes to these aims. If an educated individual is expected to read sixty hours per month, is it reasonable to ask that one eighth of the reading be done in a foreign language?

190
Roeming, Robert F. "Fundamental Values of Foreign Language Study." MLJ 44(Dec 1960), 344-348.

The issue of foreign languages is confounded once again since the objectives of second language learning are based on ephemeral values. There is an urgent need to reexamine foreign language goals. Dr. Roeming views language as a means of communication, and the "tool of the mind." Current world tensions necessitate an awareness of the achievements of other peoples and the need for the American mind to go beyond the limits of its own language. Foreign language study should be an intellectual endeavor and a core subject in the liberal arts curriculum. Freshmen should enter college with a minimum of four years of study in one foreign language. Such a requirement would assure a mastery of language skills for the study of literature as a vehicle for expression and appraisal of other cultures.

191
Shores, David Lee. "The Value of Foreign Language Study." Peabody Journal of Education 33(May 1956), 347-348.

The writer states his reasons for supporting an adequate foreign language program which could prove to be expedient to the individual and to the country. Foremost among the values of foreign languages is the mental training it affords the learner. A successful foreign policy is crucial to every American; a citizenry well trained in foreign languages and foreign cultures could provide the necessary interaction of ideas and international understanding.

192
Skinner, Lawrence Harvey. "The Role of Modern Foreign Languages in Post-War Education." College and University 19(Oct 1943), 27-37.

A great deal of "pig psychology", sometimes referred to as the process of perpetual motion, has gone into the construction of the college curriculum. Modern languages along with other disciplines have suffered a cold bath, but now for various reasons a new resurgence is predicted for language study. Prior to identifying and elaborating on these factors, an examination of the status of modern language study is offered. Modern language teaching is traced from the first professorship established by Thomas Jefferson in 1779 at the College of William and Mary, to the years between 1931 and 1941 when a decline in all humanistic disciplines was experienced. Factors responsible for a projected upswing in the study of modern languages are: (1) the U.S. participation in a global war; (2) phenomenal advance in aviation with all its implications; and (3) leadership by the U.S. in the post-war world involving diplomatic functions, economic responsibilities, and political commitments.

193
Turner, E. Daymond, Jr. "New Graduate Programs in Modern Foreign Languages, Why They Are Needed." Journal of Higher Education 37(May 1966), 241-245. (MF-$0.65 HC-$3.29 ED 010 728).

Additional doctoral programs are needed in modern foreign languages. Current production of graduate degrees appears scarcely adequate for replacing faculty who annually leave teaching because of death, illness, retirement, or change of vocation. The supply will hardly keep pace with the demand created by the establishment of new institutions of higher learning and the growth of existing ones. New doctoral programs should produce teacher-scholars (1) who can understand, speak, and write, as well as read, English and the major foreign languages with nearly native fluency; (2) who have broad understanding of linguistic structure, literature, and the culture which produced them; and (3) who have mastered the techniques of the effective transmission of the heritage of their discipline through classroom presentation and publication. In one of the more important world languages this program will require a minimum senior staff of 10; about 60 undergraduate and graduate courses; secretarial, laboratory, maintenance, and custodial personnel; adequate floor space; and generous support for library development, research, publication, travel, and graduate scholarships. At a medium-sized institution, it implies (in 1966 dollars) an annual budget per language in excess of $340,000.

194
Wann, Harry V. "The Fundamental Objectives of Foreign Language Study." MLJ 22(Dec 1937), 165-170.

Foreign language study is under fire not because it lacks intrinsic values, but because educators question its objectives. The objectives of experienced language teachers are, however, in full harmony with those of their critics, who fail to realize that harmonious organization is a far more effective stimulant to their attainment than any experimental integration which would attempt to diffuse vitality over a whole curriculum, while debasing the talents of the master teacher to the uses of an arbitrary, pre-digested program.

195
Wolf, Ernest M. "Foreign Languages in American Education." Journal of Higher Education 27(Dec 1956), 485-488.

When it comes to foreign languages in America, the citizenry on the whole suffers from guilt complexes and a sense of inferiority. For a long time, the country's linguistic inadequacies have been a source of national humiliation. World War II afforded many language opportunities for students and helped in some measure to partially erode the defeatist attitude. One cannot blame the geographical handicaps or the natural aptitudes of Americans for the collective deficiencies in language learning. The malady is really the way in which languages have been presented, a situation diagnosed as "too little and too late." Acrimonious debates about the place of foreign languages in the American curriculum which have been going on for years bear witness to a widespread feeling of dissatisfaction and discontent. Obviously, Americans, now more than ever, need language skills. Language training ought to begin in the early grades and continue into advanced study.

IV. TESTING AND PLACEMENT IN FOREIGN LANGUAGES.

196
Astman, Joseph G. "The MLA Foreign Language Tests," in Louis Chatagnier, ed., Dimension: Languages 65. Proceedings of the First Southern Conference on Language Teaching. Atlanta, Georgia: The Conference, 1966, 66-77.

This article describes the history, foundation support, and specific details of the foreign language tests developed and sponsored in part by the Modern Language Association of America. The tests are known as (1) MLA Foreign Language Proficiency Tests for Teachers and Advanced Students, (2) the MLA Cooperative Foreign Language Tests, and (3) the Proficiency Tests in Reading and the Graduate Reading Tests. At the present time, the examinations are used by over sixteen states as part of the FL certification program, and by almost all foreign language NDEA institutes. Universities and colleges utilize the Tests to measure the language proficiency of their FL majors, to measure and place potential students, to establish proficiency levels for students entering teaching, and to evaluate the language proficiency of those entering research projects which require the use of foreign language skills. Some institutions of higher learning use the Tests for fulfillment of the entrance and degree requirements.

197
Bosworth, Lewis A. "Proficiency Examinations in French at the University of Michigan Residential College." Foreign Language Courier (University of Michigan, Department of Foreign Languages) 39(Jan 1968), 19-22.

The placement battery consists of two tests from the College Entrance Examination Board (reading and listening), a grammar proficiency test, and an oral interview. Freshmen who score within a certain range on these tests are placed in second-year intensive French (two class periods a day). Prerequisite for the third-year course is not the completion of elementary courses, but proficiency, as reflected in a higher range of scores on the preceding tests. Second-year students who have done well may take the proficiency battery at mid-semester. If they pass, they enter the second half of the third-year course and use their additional time (the third-year course meets only once daily) to make up the first semester's work on a tutorial basis.

198
Boynton, Damon. A Study Conference to Determine Acceptable Specifications for Standardized Foreign Language Reading Proficiency Tests for Graduate Students. Princeton, N.J.: Educational Testing Service, 1961. 49p (MF-$0.65 HC-$3.29 ED 010 476).

A planning conference was held to study the question of experimental development of standardized foreign language reading proficiency tests for graduate students. The consensus of the conference was that standardized tests were needed and that there be two follow-up phases to the planning conference. Phase 1 would consider the development of these tests, and phase 2 would involve the experimental use and evaluation of the tests. The conference also agreed that the tests should be in two parts. Part I should be concerned with basic vocabulary, syntax, and structure; and Part 2 should have four alternative parts containing several reading passages which are representative of graduate-level, foreign language reading in physical science, biological science, social science, and the humanities.

199
Brinsmade, Chapin. "Concerning the College Board Examinations in Modern Languages." MLJ 13 (Nov 1928), 87-100; (Dec 1928), 212-227.

Proficiency in languages cannot be measured by length of study alone. Content and objectives of courses can vary considerably. College entrance examinations are graded on the basis of "estimated difficulty." Therefore, one and the same examination for all levels would be a fairer and more desirable alternative. A general test would also be of greater service in placing students in college classes. The strong emphasis in these examinations on translation from French to English is largely responsible for the emphasis on translation in high-school classes. In order to determine the weight of translation in examinations, the author analyzed the papers of candidates for entrance into Yale University in 1925 and 1926. Of the 312 who passed, only 17 failed in translation. Of the 164 who failed, 92 passed in translation. The author contends that either the translation part is too easy or too much stress is put on it. In college entrance examinations of recent years, 35 to 40% of the test is devoted to translation. The teachers, realizing the weight given to translation, prepare their pupils ad hoc. The ultimate value of translation and the amount of time wasted in preparing students for tests in translation is questioned since translation skill is considered a poor test of reading comprehension. A new-type test of reading comprehension is the only proper and desirable test of knowledge of a foreign language.

200
Cheydleur, Frederic C. "Mortality of Modern Language Students: Its Causes and Prevention." MLJ 17(Nov 1932), 104-136.

An investigation aims to present a clinical study of the causes of attrition in modern languages. The ways to thwart this may entail a scientific approach. Recommendations include the wider use of intelligence, placement, and achievement tests; personal guidance; select grouping into lower and upper sections; the employment of a method with attainable objectives; small beginning classes and larger succeeding ones; and the rewarding of teachers.

201
Del Olmo, Guillermo. "The MLA Foreign Language Proficiency Tests for Teachers and Advanced Students." Contact 10(Dec 1967), 18-22. (MF-$0.65 HC-$3.29 ED 021 510).

The development, design, and purposes of these advanced proficiency tests are discussed, along with brief descriptions of their seven component parts–listening comprehension, speaking, reading, writing, applied linguistics, civilization and culture, and professional preparation. Some of the research inspired by the tests is identified.

202
Gilman, Margaret, ed. Foreign Language Tests and Techniques. Reports of the Working Committees. 1956 Northeast Conference on the Teaching of Foreign Languages. New York: The Conference, 1956. 126p

Reports of eight working committees constitute this 1956 publication of the Northeast Conference on the Teaching of Foreign Languages. Observations on present practices and the long range possibilities of the secondary school language laboratory are in the report prepared by the committee on teaching aids and techniques, headed by Frederick D. Eddy. Ruth

P. Kroeger and her committee on foreign language instruction in secondary schools also have produced an extensive report outlining specific recommendations for teaching modern languages in secondary schools and proposing, in an appendix, a new method of teaching beginning Latin. Featured in the less extensive accounts of the committees on the teaching of literature, classical and modern languages, and culture and civilization, headed respectively by Robert J. Clements, Josephine P. Bree, and John B. Carroll, are (1) suggestions for treating literature in foreign languages as an integral part of language study, (2) a summation of the aims (and their implementation) of the beginning stages of Latin study, and (3) an analysis of a sampling of 600 questionnaires sent to teachers of all levels of instruction relevant to defining "cultural objective" and proposing ways of implementing it in language courses. With Mary P. Thompson, Stanley M. Sapon, and Wilmarth Starr as chairmen, the remaining three study committees include in their respective reports (1) observation on FLES objectives, program coordination, student selection, and teacher role; (2) an examination of the needs and problems involved in tests of oral production; and (3) a report on intercultural understanding and the process by which ethnic groups have become involved with nationality organizations.

203
Harvey, Philip R. "Minimal Passing Scores on the Graduate School Foreign Language Tests." FLA 2(Dec 1968), 165-173.

The Graduate School Foreign Language Tests in French, German, Russian, and Spanish are being widely used by graduate schools to measure reading proficiency. Score data have been provided for students tested in the program and for a sample of fourth-semester students. Graduate schools have utilized these data effectively for the interpretation of the scores but have reported a persistent problem in setting minimal passing scores. A survey of participating schools provided information regarding the passing standards that have been adopted, and data for individual institutions and groups permit comparison of these standards among schools, with the reported normative information. Data on graduate students are compared to data for fourth-semester undergraduates taking the same tests.

204
Kendrick, S.A. "Ghosts in the Language Classroom: College Board Examinations," in Harry L. Levy, ed., Reports of the Working Committees. 1958 Northeast Conference on the Teaching of Foreign Languages. New York: The Conference, 1958, 52-54.

An explanation of the College Entrance Examination Board's policy in testing proficiency in foreign languages is provided. Two criticisms generally directed against the tests are defended on the grounds that (1) the creative work determining the form and content of the tests is done by practicing teachers, (2) new forms of the examinations are continuously being distributed as a means of keeping teachers informed about the examination details. Various problems encountered in testing foreign language comprehension are noted.

205
Kurland, Norman D. MLA Proficiency Tests, Possibilities for Future Uses. New York: MLA, 1963. 7p (MF-$0.65 HC-$3.29 ED 013 050).

The Modern Language Association Proficiency Tests provide the New York State Department of Education with an alternative way of judging the competency of potential foreign language teachers who may lack college credit or who have foreign degrees. On the national level, these tests can help raise the level of language instruction by setting minimum competency requirements for those in teacher training programs, providing states with a basis for establishing minimum competency requirements for certification, serving as a basis for awarding advanced placement and credit in college, and encouraging greater independent study and use of auto-instructional procedures.

206
MLA Foreign Language Proficiency Tests for Teachers and Advanced Students. MLA Bulletin of Information, 1966-67. New York: MLA, 1966. 49p (MF-$0.65 HC-$3.29 ED 015 711).

Candidates are provided with information on the nature and content of the tests, where and when they are given, registration procedures, how to take the tests, and meaning and uses of test scores. The tests measure competence in the areas of Listening Comprehension, Speaking, Reading, Writing, Applied Linguistics, Civilization and Culture, and Professional Preparation. This seven-test battery is designed for teachers and advanced students of French, German, Italian, Russian, and Spanish. Candidates may take these tests in three different combinations. Sample questions are included.

207
Myers, Charles T., and Richard S. Melton. A Study of the Relationship Between Scores on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students and Ratings of Teacher Competence. Princeton, N.J.: Educational Testing Service, 1964. 29p (MF-$0.65 HC-$3.29 ED 011 750).

During the summer of 1963, approximately 3,000 teachers attending NDEA Foreign Language Institutes were tested and evaluated for competency. This document describes the relationship between the ratings given them by faculty groups at the institutes and their scores on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students. More than one-half of the report is a series of tabulated summaries showing the score ranges and the degree of correspondence between the tests and the ratings. The correspondence was greatest for the four basic language skills tests and least for the tests in applied linguistics, civilization and culture, and professional preparation. Also included is a checklist of qualifications for secondary school foreign language teachers.

208
Roedder, Edwin. "The Reading Test in German for the Doctorate of Philosophy." Monatshefte für den deutschen Unterricht 26(Apr 1934), 97-102.

The writer does not believe that there is such a thing as an easy or a difficult language, arguing that all languages are equally difficult, although features in which they are appreciably so will vary. He thinks the German requirement for the doctorate should be retained and that in no case can translations or abstracts replace originals in the foreign language. He advises requiring reading knowledge of one foreign language for the M.A. and reading knowledge of a second language by the end of the first year of work for the Ph.D. Although language teachers may not be expert in all the special fields of candidates, they can at least test the candidate's reading knowledge of the foreign language. As a test, the writer examined candidates on their

ability to translate both previously read and sight material. He recommends, as a technique for improving reading skill, the parallel study of a German original and of a good English translation.

209
Rose, Ernst. "Language Examinations for Ph.D. Candidates." MLJ 27(Mar 1943), 194-199.

On the basis of extended experience with language examinations for Ph.D. candidates, the article discusses (1) the best time in the candidate's career to take the examinations, (2) the requirements to be met, (3) the most advisable preparation for these requirements, and (4) the form in which the examinations should be. Professor Rose has directed the German language examinations for Ph.D. candidates at New York University.

210
Wagner, Mazie Earle, and Eunice Strabel. "Predicting Success and Failure in College Ancient and Modern Foreign Languages." MLJ 19(Jan 1935), 285-293.

About five out of six students at the University of Buffalo take at least one course in foreign languages during their college careers. Most of the departments at the university require the students to study languages. The present investigation attempted to predict a student's success in a language in order to encourage a particular study. Conclusions of the study show that: (1) At the University of Buffalo, the success in language study is more easily predicted than in any other field of college endeavor; (2) The New York State Regents examination average is the best general index to college language success and to success in any specific language; (3) Regents Latin III and IV, as well as high school or college language grades, are highly indicative of subsequent success; (4) Success in college Latin, Greek, and advanced courses in modern languages is particularly easy to predict; (5) The Cooperative French Test does not foretell success in college French as well as grades achieved in previous high-school and college courses; and (6) The Regents English grammar examination does not predict college language success.

211
Walsh, Donald D(evenish). "The College Board Foreign Language Tests." MLJ 37(Jan 1953), 19-22.

Basically, the College Board Entrance Examination in foreign languages evaluates the reading skills. New possibilities for the test would suggest direct testing of oral-aural skills, and the inclusion of more recent cultural and literary information. The Research Committee of the College Board rejects any alteration of the test on the grounds that: (1) the examination suits college authorities; and (2) the expected decline of foreign language study in secondary schools, owing to the erosion of the college entrance requirement, would not warrant that action. Assuming the prevailing trends will continue, colleges will be left as sole advocates of foreign language study. Once more, by being forced to abolish their entrance and degree requirements, the citadels of higher learning will be responsible for the inevitable monolingual isolationism.

V. FOREIGN LANGUAGES AND THE NATIONAL INTEREST.

212
Andersson, Theodore, et al. "The Role of Foreign Languages in American Life," in Hunter Kellenberger, ed., Reports of the Working Committees. 1954 Northeast Conference on the Teaching of Foreign Languages. New York: The Conference, 1954, 63-74.

The Conference Report attempts to place the foreign language teacher's job in the context of the new era which began in 1945. The foreign language teacher is described as being the (1) guardian of our cultural heritage; (2) interpreter of foreign cultures to students, colleagues, and fellow citizens; and (3) activist in influencing a positive public opinion toward foreign languages and foreign cultures. Readers are given a sampling of informed and alert opinions on the needs and values of foreign languages for use in military, diplomatic, and international business careers.

213
Bellé, René. "Foreign Languages and the Humanities." Modern and Classical Language Association of Southern California Forum 8(Dec 1969), 4-5, 8.

A brief synopsis of language teaching in the United States and autobiographical data sketching the author's personal experiences in language learning provide the reader with an interesting insight into how languages can eradicate prejudice. Dr. Bellé, French by birth, advocates languages as an important element of the liberal arts curriculum and suggests the teaching of poetry as an effective and meaningful approach to language instruction.

214
Cross, Ephraim. "Language in the War." MLJ 27(Apr 1943), 277-280.

Language is a powerful implement that has always moved men to speculate on its origin and marvel at its power. The United States is now operating in every segment of a globe of alien speech. To win the war and to fulfill its world mission the United States needs citizens who know the chief languages of every continent.

215
Danton, George H. "Languages and the War." MLJ 27(Nov 1943), 508-512.

Criticism has been made of the lack of accomplishment in modern languages and of student disinterest in general. America's enemies do not make the mistake of devoting too little time to the study of modern languages and beginning them too late. Modern language teachers have been asked to do an impossible task: to teach a foreign language in a two-year time period. It is a difficult and unrealistic challenge.

216
Fife, Austin S., and Marion L. Nielsen. Conference on Neglected Languages. New York: MLA, 1961. 208p

A conference was held to make recommendations for the development of the study of languages other than English, French, German, Italian, Russian, and Spanish. Discussions were centered on (1) determining criteria for the selection of neglected languages worthy of

increased study, (2) selecting a list of languages meeting the criteria, (3) a statement for each language of the tools and basic research manpower to be allocated to the languages. Twenty-eight specialists in the field of modern languages developed and agreed upon 13 recommendations which dealt with (1) the major languages of the world, (2) priorities in teaching materials, (3) bilingual dictionaries, (4) descriptive analyses of pertinent languages, (5) linguistic research, (6) coordinating the preparation and dissemination of materials, (7) teacher education, (8) graduate school responsibility, (9) entrance and degree requirements, (10) establishment of endowed chairs for neglected languages, (11) a study of an institute for Far Eastern languages, (12) establishment of language centers abroad, and (13) resolutions on further activity in meeting communications needs. The condensed version of this report is ERIC document ED 003 950, MF-$0.65 HC-$3.29.

217
Freeman, Stephen A., et al. An Evaluation of the NDEA Title VI Modern Language Fellowships. New York: American Council of Learned Societies, 1965. 139p (MF-$0.65 HC-$6.58 ED 023 318).

NDEA Title VI fellowships are evaluated in terms of (1) the selection, quality, and trends in competition of fellows; (2) the results of the fellows in completion and use of training and their placement; (3) the impact on the educational community with respect to curriculum, interdisciplinary cooperation, teaching staff, and techniques; (4) the regulations and administration of the program; (5) undergraduate study; (6) study abroad and cultural immersion; and (7) academic, governmental, business, and professional manpower needs. Numerous statistical tables covering the period 1959-66 are provided, and the final section offers a summary of recommendations. The appendices include the terminal report form, questionnaire, and interview forms for administrators, graduate students, and undergraduates involved in the project.

218
Freeman, Stephen A. "Foreign Languages for Peace." College and University 20(Apr 1945), 293-312.

The recurrent argument for and against the study of foreign languages in American schools is traced to show the contradictory pronouncements. An obvious parallel exists between the interest in language study and the national interest. In turn, the changeable nature of the curricula and the mutable foreign language requirement influence the instruction offered. The teaching of foreign languages in America has many vicissitudes. In 1945, after years of being displaced by more practical or scientific studies, foreign language knowledge was recognized as an asset helping win the war. The Army Specialized Training Program inaugurated the intensive language course, so that a higher proportion of soldiers could speak the language of the country they were occupying. The inductive oral approach, limitation of objectives, high motivation, and the abundance of class contact time assure a continuous and definite exposure to the foreign language. Many other advantages of the ASTP intensive course, such as the predominance of the memorization-mimicry drills, the small classes, and extensive use of audio-visual aids, contribute to the excellent results being obtained. The same factors and circumstances of the new approach should be duplicated in U.S. institutions of learning. America's responsibilities in peace will be as demanding as her war role, and the need for linguists will be as intense. Peace-time pursuits for language study will differ. The Middlebury College Language Schools, begun in 1915, studied the military program and adopted its best features. The audiolingual skills were extended to encompass reading and

writing. A foreign country's political, social, cultural, and literary highlights will be studied. Educators predict that an end to America's political isolationism will usher in a new era of intellectual internationalism. The study of foreign languages as a means of communication and understanding may be the driving force in achieving the nation's peaceful objectives.

219
Girard, Daniel P. "A New Look at Foreign Languages." Teachers College Record 56 (Oct 1954), 84-91.

As America moves into a more responsible world position, there is a growing concern for foreign language ability as an indispensable tool in globe-girdling communications, and as a key to understanding and approaching the multi-facets of foreign cultures. The age, acknowledged as an era of internationalism, requires language proficiency from its citizenry. A close look at the foreign language situation in America in 1954 examines the public's attitude toward foreign languages and that of the schools. The increase in tourism, a marked upsurge in foreign language interests, higher sales of bilingual editions, and the popularity of international conferences involving businessmen, professors, and government officials are presented as tangible evidence that a growing number of Americans attach importance to the learning of foreign languages. In schools, a history of foreign language teaching in the United States is outlined to illustrate the effect of international events on modern language offerings. Between 1912 and 1922, for example, World War I had altered popular sentiment, so that German language enrollments slipped from 28% to .7%. In 1934, German language popularity rose and in 1954 declined once again below one percent. By 1954, statistics showed clearly that one of every five American students was enrolled in foreign language study. Also in evidence was the fact that many areas in the United States (Central Plains, the Dakotas, and Oregon) are virtual linguistic deserts. Probably no other subject in the American curriculum has been surveyed as often as foreign language studies. Conclusions drawn from the present study pinpoint Americans as rapid expansionists as far as English is concerned and rank isolationists as far as foreign languages are concerned. The author sees encouraging signs in the foreign language picture as witnessed by interest in FLES programs, increased foreign language enrollments in schools and colleges, the stress on the audiolingual method, and the recent grant to Harvard University to evaluate and devise tests to predict language ability.

220
Hadley, Paul E. "Foreign Language Teaching and the National Interest." Modern and Classical Language Association of Southern California Forum 7(Dec 1968), 6-9. (MF-$0.65 HC-$3.29 ED 029 537).

Emphasized in this address presented before the Biennial Conference of the California Council of Foreign Language Teachers' Associations are the current needs for foreign language and area studies in the United States. A discussion of program desiderata includes interdisciplinary approach practices, generalist versus specialist considerations, and team teaching potential. Also mentioned briefly are government, as opposed to private, funding of such programs as well as the necessity for instruction in critical language fields.

221
Joyaux, Georges J. "Foreign Languages and the Humanities." MLJ 49(Feb 1965), 102-105.

The launching of Sputnik in 1957 and the subsequent soul-searching of American education affected the study of foreign languages. Second language learning gained prominence dur-

ing this period, since many national leaders contended that America would have known about the Russian feat six months earlier if U.S. scientists had been able to read Russian scientific journals. This type of thinking boosted foreign language study to national prominence and afforded an unprecedented federal aid program which culminated in the NDEA act. Now, however, with the technical and practical values of foreign languages being emphasized and the purely intellectual and humanistic concerns of the discipline being ignored, foreign language study is again in jeopardy. While the author would not reject entirely the practical aspects of both language instruction and foreign language objectives, he does feel that educating students about the cultures and civilizations of others through foreign languages is the primary task of any second language learning program.

222
Kaulfers, Walter V. "The Modern Foreign Languages and Their Critics." MLJ 19(Feb 1935), 337-343.

The case for modern languages would be weak if the raison d'être rested on the fact that the outcomes resulting from the classes are no worse than those of other departments of the curriculum. No teacher of foreign languages should be apologetic for the status of language instruction. In fact, when one contemplates the tremendous growth in enrollments and the linguistic competence achieved by most students, teachers ought to view their work with satisfaction. The study of foreign languages helps develop interests and appreciations that are meaningful in life. Foreign language study does contribute toward international understanding and good will. If language courses made no other contribution than advancing this ideal, they would be justified in any curriculum.

223
Keniston, Hayward. "We Accept Our Responsibility for Professional Leadership." School and Society 77(Feb 1953), 113-120.

An address delivered at the annual meeting of the Modern Language Association of America, Boston, December 28, 1952, attempts to define the role of modern languages in American life. Various surveys and studies dedicated to the theme are cited and discussed, and the speaker sets forth his own sentiments. The assertion is made that the teaching of foreign languages and literatures must be considered in light of their relevance to the intellectual and social ideas of the day. Teachers and scholars should not dedicate themselves exclusively to scholarly research "preferring the ivory tower to the classroom and the market place." Rather, it is the obligation of all humanists to reassert their responsibility for leadership in the intellectual life of the country. Such an awakening and concern for professional obligation does not have to be inconsistent or incompatible with scholarship aims. The crisis is not on the relevance and worth of foreign language study, but on the restoration and relevance of the discipline to life in America today. Humanists must strive also to disprove the popular conception held by most educationalists that foreign language study has little or nothing to do with American education, and by doing so will provide the best argument available for the advancement of foreign language study and the continuation of the foreign language requirement.

224
Klin, George. "Our Unrealistic Language Program." The French Review 42(Apr 1969), 722-727.

It is unduly optimistic to expect language majors to achieve any proficiency in mastering a foreign language beyond the reading skill. In four semesters, with the help of a dictionary and a simplification of the grammar, the student could achieve reading comprehension. This more realistic approach could satisfy the actual fulfillment of the current foreign language graduate requirement. For the serious language major who intends to become a linguist or a language teacher, a greater concentration of time and effort in intensive courses could achieve the desired second language proficiency. Although the task is demanding, the rewards could be many-sided. The nation could profit from such linguistic competence, and language study for the individual is valuable for vocational purposes and for cultural and intellectual reasons.

225
Kroff, Alexander Yale. "Education for Peace Through the Foreign Languages." MLJ 27(Apr 1943), 236-239.

Although few would question the practical, vocational importance of languages in the present emergency, the permanent, universal values of foreign language study remain obscure and misunderstood. An attempt is made to analyze these "intangibles" and to emphasize their importance in the post-war curriculum in our schools.

226
McCrossen, V.A. "The Place of Language in the College Program in Times of War–and Peace." MLJ 27(Feb 1943), 96-102.

The tool value is frequently the only value ascribed to language study, whereas it is secondary to an understanding of the cultural and literary insights of a nation. The knowledge of a foreign language can also be a vocational asset as there are over sixty occupations in which foreign language skill is a primary requirement. The study of languages can be the means of keeping alive our common heritage.

227
McGrath, Earl J. "Breaking the Language Barrier." MLA Foreign Language Bulletin 42 (Dec 1955), 1-6.

Creating good will among the peoples of the world is a primary objective of UNESCO. The use of a common language would unquestionably erode any linguistic barriers now existing, but until then foreign language study must be encouraged, developed, and improved from kindergarten to the graduate level. Language specialists and language teachers face other barriers at home: (1) strong opposition against language study by most curriculum planners and non-language teachers, (2) the lack of well-coordinated professional groups, (3) outmoded and ineffective methods of language instruction, and (4) the foreign immigrants' desires to Americanize their children. The greatest need in the entire school system is a stronger program of general education, regardless of vocational objectives. Foreign languages must find a permanent place in that educational program.

228
Morris, M.C. "Some Present-Day Implications of Modern Foreign Language Teaching." MLJ 26(May 1942), 405-412.

The type of foreign language teaching which stresses humanistically significant subject matter is the type of instruction which can be expected to succeed, be of extreme value to our country in the present crisis, and of great import for our future. The study of foreign languages is urged for the apparent practical and cultural considerations involved.

229
Parker, William Riley. "The Language Curtain." School and Society 78(Oct 1953), 129-133.

Two charges commonly brought against the study of foreign languages in the United States threaten to be truisms. The arguments that the study of foreign languages is superfluous to the majority and quickly forgotten imply too narrow and too pragmatic an attitude which stresses the skill-training aspect of foreign languages rather than its positive value as an educational experience. Such an attitude contributes to a lowering of the "language curtain," linguistic and cultural isolationism which imperils America's international commitments and her role as a mediator in world peace. Foreigners who have a knowledge of English cannot be expected to tolerate our monolingual discourtesy, our cultural arrogance, and an evident ignorance that "ethnic symbols, sympathies, and aspirations" defy translation. Popular attitudes toward foreign language study continuously fluctuate. In 1915, for example, 40% of the high school students were studying modern languages and by 1953 only 9% of this total were enrolled in language classes. The underlying forces for this decline in enrollment can be traced to a national isolationism, ethnocentric temper, and according to Professor Parker "a shortsightedness" on the part of many teachers who resist in modernizing their methods and objectives. Professor Parker suggests that the restoration of all foreign language entrance and degree requirements in American liberal arts colleges could be the initial action in a seven-point revision of language programs.

230
Parker, William Riley. The National Interest and Foreign Languages. (Third Edition.) Washington, D.C.: U.S. Department of State, 1961. 159p

The knowledge of a foreign language need not elicit a feeling of international understanding or a sympathy for peoples of other nations. On the contrary, warns Professor Parker, such familiarity may breed contempt. It is not sufficient to learn a second language. The real need is to understand the nuances of language, and the psychological and philosophical factors, not merely the philological ones. Ethnic symbols and sympathies must be understood in the original language. As examples, Professor Parker cites the word "demander" meaning "to ask" in French, and explains that at the United Nations when it was interpreted as meaning "to demand" it conveyed antagonism rather than good will. "Too casual a translation," writes Professor Parker, "can damage man's hope for peace." Describing the United States as a nation which is politically anti-colonialist and linguistically imperialist, Professor Parker pleads for more extensive foreign language study. Statistics are cited and language surveys mentioned to illustrate the isolationist spirit, and to show how the national interests affected the language enrollments. Consequently, the offering of foreign languages is unsteady, subject to human passions, inner rivalries, and inconsistencies in teacher training programs. Requirements vary widely. In 1953, 31.6% of the colleges had retained the entrance requirement, 85.9% had the degree requirement, and of 899 B.A. colleges many had no entrance or degree requirement whatsoever. By 1959, at least 42 institutions had restored or instituted the requirement, and 25 colleges have reinstated the entrance requirement. The National Defense Education Act (NDEA) appears to be improving the quality of language education, and this realization may wipe out the age-old controversy about requirements.

231
Parker, William Riley. "What's Past Is Prologue." PMLA 71(Apr 1956), 3-13.

Abandoning momentarily his self-imposed role as a critic of foreign language teachers, Professor Parker now applauds the educators for their combined efforts in helping to improve the teaching of languages and for winning public support for language study. He does, however, chide the group for their ineffectual chapter, state, and regional meetings, and for resorting to nineteenth-century classroom techniques in meeting twentieth century challenges. Credit for the foreign language advances are given also to the establishment of a Foreign Language Program at the Modern Language Association of America, expansion and cooperation of the various professional associations, release of the Statement of Qualifications of secondary school teachers, FLES guides, and surveys published on foreign language entrance and degree requirements in schools and colleges. A plea is made for defining the history of the foreign language profession, for added language research, for national, regional, and local liaison, for improved teacher training and recruitment, and for the formation of full-time secretariats of language associations to provide the profession with badly needed services.

232
Rhodes, Jack W., et al. Are Foreign Languages on Their Way Out? Los Angeles: Modern and Classical Language Association of Southern California, Inc., 1969. 10p

Four California educators consider whether foreign language study will disappear from the American curriculum. Suggesting that their topic is one that vitally concerns the nation's interests, the participants summarize their opinions in this report. Margaret A. Collins believes that California's removal of the mandated elementary foreign language requirement will force the discipline from the scene. She questions the value of producing a generation of students with a foreign language experience who continue to retain a latent negative attitude toward foreign language instruction. In contrast, Gerhard Friedrich, in discussing foreign language provisions in the California State Colleges, declares that foreign languages may not be out but the study "is in a crucial period of reassessment of purposes and means and requires a clear, compassionate reexamination." Elinor H. Nathan reviews FLES programs in Beverly Hills schools suggesting simultaneously that innovations in teaching are now necessary, and Vern W. Robinson optimistically predicts that abolition of the requirements will produce highly motivated students and increased enrollments.

233
Rivers, W. N. "Some Observations on the Language Situation." MLJ 27(Apr 1943), 227-235.

Some causes of the depression in foreign language interests include: (1) "advent and baneful influence of alchemists and astrologers in education"; (2) commercial-mindedness of some Americans; (3) presumption and indifference of language teachers; and (4) mid-Victorian personalities. America will become more foreign language conscious because the Axis nations have demonstrated the power and advantage derived from knowing foreign languages, and because some American organizations, institutions, individuals, and periodicals have undertaken a vigorous foreign language crusade.

234
Roeming, Robert F. "Foreign Languages as Weapons for Defense." MLJ 46(Nov 1962), 299-303.

The author of this article describes the National Defense Education Act (NDEA) of 1958 and simultaneously suggests that the educators accept their professional responsibility in determining whether foreign languages are vital in the country's defense. Dr. Roeming believes that absurdities of the world are wrought by man's inability to communicate, and that foreign language study, by serving technology and reason, enables human beings to probe the minds of other peoples. Our national interests can be served if the academically talented are encouraged to pursue foreign language study, if foreign language curricula in elementary and secondary schools are strengthened, and if valid foreign language requirements in colleges and universities are maintained.

235
Rogers, Frances Millet. "Languages and the War Effort." MLJ 27(May 1943), 299-309.

Many aspects of the prosecution of the war present opportunities for individuals possessing a working knowledge of modern foreign languages to make a vital contribution to the war effort. Experience shows, however, that students trained in American colleges and universities have not received the realistic and practical knowledge of foreign languages urgently needed.

236
Smith, Maxwell. "The Place of Modern Foreign Language in Liberal Education Today." MLJ 27(Dec 1943), 574-577.

The period following World War II in America will need trained, American generalists and specialists. The knowledge of modern foreign languages will play a decisive role in creating and maintaining a better world. Classical languages, German, French, and Spanish have long been revered for their cultural value. Now it is time to recognize that Portuguese, Italian, Russian, and Japanese are equally important and merit attention.

237
Spurr, Frederick S. "Importance of Foreign Language Study in These Crucial Times." MLJ 35(Mar 1951), 219-221.

The prevailing world conditions and academic circumstances impose a need to evaluate foreign language study to comprehend the importance, aims, possibilities, and limitations of existing language programs. The objectives of second language study will vary with the individual needs and interests of students. From the point of view of national goals being best served, students should be trained to acquire the fundamentals of language, an appreciation of foreign cultures, and a basic respect for other peoples and other modes of expression.

238
Starr, Wilmarth H. "Foreign-Language Teaching and Intercultural Understanding." School and Society 81(Mar 1956), 81-84.

An understanding between peoples of different nations extends to the cultural roots of the country and does not necessarily rely on linguistic interchange. The end of World War II brought with it an end to America's traditional language isolationism and a growing concern for the relationship of foreign language teaching to intercultural harmony both domestically

and internationally. The language teacher errs in assuming the validity of the two common syllogisms traditionally defending the foreign language requirement–that the study of foreign languages (1) increases the ability to communicate, and (2) fosters an understanding of a foreign culture. Intercultural understanding has to be a conscious and inherent part of a teaching process if it is to be a component part of language study. Bilingualism can distort as critically as can monolingualism. Besides regular study abroad to improve knowledge of the second language and culture, the teacher of Western European languages is advised to obtain first hand knowledge of an Asian language, to know and respect his own culture, and to strive toward the elimination of existing prejudices around him toward the various ethnic groups. Teaching languages and teaching cultural understanding should be simultaneous rather than separate, and the approach should begin at an early age. Such a program would provide students and teachers with the necessary skills toward world citizenship.

239
Tharp, James B. "The Place of Foreign Language Study in the Post-War Reconstruction of Education." MLJ 27(May 1943), 323-332.

Pre-war experiments in curriculum construction in schools have fallen short of meeting the needs of American youth. War-time programs have brought to light many of the weaknesses inherent in our educational program. The author assigns foreign languages a dynamic, functioning role in the "post-Victory" reconstruction of education with elementary and secondary schools, colleges, and universities participating.

240
Wolf, John B. "The Study of Modern Languages and the Present Crisis." MLJ 26(Oct 1942), 413-417.

Only in the last 40 to 50 years has American isolationism become politically impossible. This has resulted in a challenge to our democratic way of life, for it implies that United States citizens, both leaders and followers, must come to understand our complex world. Since the first step to understanding other peoples is to cross a linguistic frontier, a task for American education is to breach that wall. Our leaders must have access to that frontier, and as many of our citizens as possible should have at least a passing glance at the cultural life of other lands.

VI. FOREIGN LANGUAGES FOR SPECIALIZED NEEDS.

241
Alexander, Helen. "Languages for Higher Degrees." Educational Forum 28(May 1964), 477-480.

There is a serious lack of information about what languages are required for higher degrees. A year-long survey conducted through letters, questionnaires, and polls of 61 accredited institutions sought the necessary data. Two tables of statistics indicate the results. Table I shows the requirements according to the five modern languages. German was required most often for the doctoral degree, followed by French, Russian, Spanish, and Italian. For the master's degree, French was most often required. In Table II, figures indicate a breakdown of requirements by departments. Here the departments of chemistry, physics, English, and mathematics, in that order, had the most rigid requirements. In those cases where institutions do not require their graduates to acquire a second language, modern language study is highly recommended as a valuable research tool.

242
Allen, Don Cameron. The Ph.D. in English and American Literature. New York: Holt, Rinehart and Winston, 1968. 259p (MF-$0.65 HC-Not Available ED 021 876).

A study of the Ph.D., financed by the Danforth Foundation and conducted by the Modern Language Association's Advisory Committee for the Ph.D., is based on responses to 3,623 questionnaires sent to department chairmen, directors of graduate study, graduate teachers, and recent recipients of the Ph.D. in English and American literature. Two chapters discuss the history of graduate departments of English before 1900 and the present problems, related mainly to the increasing shortage of fully trained English teachers. Six chapters based on the data collected describe the present situation: (1) the personnel of English departments, (2) the recruiting and admission of doctoral candidates, (3) the initial training of these candidates, (4) the doctoral dissertation, (5) the professional career and its problems, and (6) the purpose of doctoral training. Over 44 recommendations are made. In the chapter, "Some Suggestions by Way of a Conclusion," the author notes that "foreign language requirements are a principal source of complaint." A careful scrutiny of the present requirements practice elicits the recommendation that since requiring two languages is impractical, the requirement ought to be changed to at least one language "well-learned". Appendices include extensive tables of data and four questionnaires used.

243
Bobetsky, Victor. "Foreign Language Study in Undergraduate Engineering Curricula." MLJ 44(May 1960), 217-219.

A survey, limited to the two-year and/or five-year program leading to the Bachelor's Degree in Engineering, was undertaken in 1958-59 to determine foreign language programs available in the undergraduate engineering curricula. No attempt was made to identify the number of engineering students actually studying a foreign language. The results, charted in statistical tables, indicate that 80% (100 schools) of the accredited engineering institutions offer foreign language study. There are twice as many courses given in German as in French, and three times as many as in Russian. Of the 100 schools offering foreign language study, 49 include courses in technical and scientific reading. The requirements and options of the gen-

eral education portion of the curriculum vary from school to school. The requirements are so rigid in most branches of engineering that most students do not have the opportunity for electives in such areas as foreign language study. Currently, many engineering schools are strengthening their foreign language programs by adding Russian and other Slavic languages to the curriculum, and by installing language laboratories. In the majority of engineering centers, curriculum planners recognize the importance of second language acquisition.

244
Brannon, C.H. "Contributions to Citizenship by Modern Language Courses in Scientific Literature." MLJ 20(Feb 1936), 259-264.

The language requirement which expects a science major to have a reading knowledge of a foreign language is a farce. Usually students can translate sufficiently to pass an examination but cannot utilize language training as a research tool. This kind of translation is a poor paraphrase, and only in reading the original can the science student grasp the subject matter. A knowledge of a foreign language is important in encouraging international cooperation and assistance among scientists in the cultural development of the individual, and in broadening scientific knowledge. More specifically, language departments are advised to offer a course in scientific literature.

245
Brickman, William W. "Foreign Languages and the Future Historian." School and Society 91(Jan 1963), 3.

The American Historical Association's recent report on the "Education of Historians in the United States" allegedly pays little heed to the importance of foreign language study. Once more, charges Professor Brickman, the committee's outlook is restricted to the conventional study of French and German, and makes no attempt to have history majors learn the uncommonly taught languages. Generally, history departments seem satisfied if students can pass an elementary reading test in a foreign language. Instead, professors should require the utilization of foreign language sources in graduate courses and seminars, and students should be encouraged to use foreign languages in independent study and regular reading schedules. A professor's inertia need not be a student's legacy. More intensive foreign language study could internationalize any future scholarship in historical studies.

246
Brickman, William W. "Social Studies and Foreign Languages." School and Society 85(Feb 1957), 60.

A resolution adopted at the November 1956 conference of the National Council for the Social Studies calls for the broadening of social studies programs to provide students with backgrounds of world affairs and foreign cultures. The proposed program entails more than an expansion of social studies courses. At the very least, an understanding of foreign affairs requires a knowledge of foreign languages and a foreign culture studied from original source materials. Foreign language study should begin in junior high school and be intensive throughout high school and college. Only then can there be a real integration of studies and a true core curriculum which can be meaningful to students.

247
Burke, Victor W. "Men Wanted–Knowledge of a Foreign Language Necessary." MLJ 30(Nov 1946), 449-452.

The report proposes to show the increasing commercial importance of Spanish and French, and to urge American educators and businessmen to exert a greater effort in improving U.S. foreign trade policies. Employment opportunities and the salaries offered for persons with foreign language skills are listed.

248
Carroll, John B. The Foreign Language Attainments of Language Majors in the Senior Year–A Survey Conducted in U.S. Colleges and Universities. Cambridge, Mass.: Harvard University, Graduate School of Education, Laboratory for Research in Instruction, 1967. 273p (MF-$0.65 HC-$9.87 ED 013 343).

A study was made of the levels of proficiency attained by foreign language majors in U.S. colleges and universities, and the factors associated with the attainments of these levels. The MLA Foreign Language Proficiency Tests for Teachers and Advanced Students were administered in 1965 to 2,775 seniors majoring in French, German, Italian, Russian, or Spanish at 203 institutions. Also used in the study were the Carroll-Sapon Modern Language Aptitude Test and questionnaires for majors and department chairmen. The resulting data provided new evidence on a number of issues significant in the selection and training of future language teachers, though conclusions must be drawn with caution. Among the students sampled, there was a generally low achievement of listening and speaking skills. There was evidence that time spent abroad has a potent effect on a student's language skills, that students of Spanish or French who started the language in elementary school and continued it tended to have an advantage over other majors, that those from homes where foreign language was spoken attained greater competence, and that many low-aptitude students are able to compensate by diligent study and practice or because of special opportunities such as study abroad. Males and females were equal in language learning ability. Students at larger institutions outperformed those at smaller ones, and students at private institutions did better than those at public ones. Statistical data are presented in 99 tables and 13 figures; other background information is contained in five appendices.

249
Hardesty, Richard T. Translating Foreign Languages Into Careers–Vocational Opportunities for High School and College Students of Modern Foreign Languages. Bloomington: Indiana Language Program, University of Indiana, 1964. 29p (MF-$0.65 HC-$3.29 ED 017 226).

This booklet discusses the many vocational opportunities available to students of foreign languages in the fields of education, private business, the United Nations, and various government and private agencies. Information is given on requirements, salaries, and responsibilities.

250
Kamman, William F. "The Teaching of Scientific French and German." MLJ 21(Mar 1937), 427-430.

The information garnered from 238 university catalogues and 67 questionnaire responses was studied to determine the present status of the teaching of scientific French and

German. Prerequisite courses, content and scope of courses given, methods of teaching, and general tendencies in the classroom were the specifics the study sought. Of the 238 catalogues studied, 30 list courses in scientific French and 107 list courses in scientific German. Content of courses is described as "scientific readings." The number of pages of scientific French read per week varied from ten to forty pages, and the number for scientific German varied from two to forty pages a week. Most of the replies reported an increase in interest in both languages, as French and German are desirable for research in science. Methods of teaching varied but most students are taught to read well and to use the acquired foreign language as a research tool.

251
Keniston, Hayward. "The Role of the Graduate School in the Training of the Modern Language Teacher." MLJ 7(Oct 1922), 1-4.

The dissertation is considered to be of little value to the scholar who plans to teach, and graduate schools need not emphasize the thesis as is commonly done. Rather, graduate schools are advised to provide a knowledge of the background and vision of the students' principal fields of study. A prospective teacher will need linguistic training, a study of civilization, and instruction in compiling bibliographies. The finest gift which the Graduate School can offer is a love of learning for its own sake.

252
Lowe, Robert William. "German for the Musically-Minded Student." MLJ 44(Mar 1960), 118-119.

A convincing argument is directed toward the musically-minded student and the music major that a study of the German language has much to offer that can be beneficial to their careers. Well-known German composers such as Schumann and Wagner wrote musical criticism in German as well as background material on the European concert and opera world. German choral music and art-songs offer scores of poems by Klopstock, Goethe, and Heine. Many of the original books upon which opera libretti are based are written in German, and there is a wealth of material on musical themes such as the literary output of the German Romantic writers. Included is a selected bibliography of books on musical subjects written in German by musicians or noted writers.

253
Macallister, Archibald T. The Preparation of College Teachers of Modern Foreign Languages. New York: MLA, 1963. 49p (MF-$0.65 HC-$3.29 ED 003 934).

Based upon data gathered in a survey of foreign language teacher college education programs, leaders in the profession were called together to discuss and make recommendations on existing problems. The conference consisted of 18 participants and observers who were presented with sufficient data to describe conditions and disparities. Studies prepared for the conference were discussed by the conferees. The studies included: (1) the teaching assistant in undergraduate instruction, (2) the undergraduate program for foreign language majors, and (3) the graduate program. Evaluation by the conferees indicated that merely to state the qualifications needed for language teachers was not enough. A corresponding device would be needed to measure relative achievement. Recommendations were suggested as to standards of competence for beginning foreign language teachers as a solution to the problem. Guidelines were also discussed for planning and administering college language teacher institutes.

254
McGee, Sidney L. "The Place of Modern Languages in Professional and Vocational Training." MLJ 26(Apr 1942), 243-247.

The problem of the role of foreign language study in technical and professional schools as it effects the intellectual development of the student is aired. The present popularity of a utilitarian education evokes a plea from the author for maintaining the intellectual content of all schools. Arguing that public schools have become job training centers and citadels of materialism, Professor McGee believes that training future teachers and professionals in mastering techniques should be abandoned and that personal, natural qualities and mental disciplines should be developed. The study of foreign language offers an effective means for such training. Engineers, chemists, physicists, home economists, and medical technicians who may ignore the humanities are likely to be unimaginative in their trades. Languages have an intrinsic value and a civilizing effect. It is impractical to be concerned about their monetary value only.

255
McNulty, John L. "Requirements for a Doctor of Philosophy Degree in Modern Languages." (Unpublished dissertation.) New York: New York University, 1935. 234p

An investigation, done largely by questionnaire, examines the Ph.D. degree in modern languages, the attitudes of degree recipients toward these requirements, the requirements of graduate schools as contrasted with those of schools of education, and other allied topics. It was found that 77 American colleges and universities grant Ph.D. degrees, and that of these, 42 grant the degree in modern languages. Thirty-three schools of education accept majors or minors in modern languages for the doctorate. Fifty Ph.D.'s in education and 50 in modern languages, all holding responsible positions in their fields, were asked to evaluate (as essential, highly desirable, desirable, of some value, of no value) the various requirements for the degree as listed in the catalogues of 47 colleges and universities included in this study. Requirements were grouped about the following topics: prerequisites for application, general statements, time, residence, courses, languages, guidance, thesis, majors and minors, examinations, and "education." Table I sets forth the votes of these "jurors" on general requirements and is followed by a summary of those regarded as "essential" and "highly desirable." Table II and the following summary show general requirements for the Ph.D. degree at 47 universities and colleges. Chapter iv discusses the findings in general, and chapter v, specific criteria for the doctorate, as these are declared "essential" or "highly desirable" by the 50 "jurors" having doctorates in modern languages. Chapter vi presents the results of a questionnaire sent to 300 university and college teachers concerning their facilities, their opinions thereon, and their theses. In general, these witnesses showed contempt for courses in education and satisfaction with their own preparation. Chapter vii investigates degrees in education and their recognition of courses in modern languages. Much diversity in practice is evident. The summary brings out these points, among others: modern language "jurors" and "educators" agree (1) on the need for a degree from an accredited institution as a prerequisite, (2) that the doctorate is a research degree independent of teaching, (3) that three years is a highly desirable minimum time requirement, (4) that at least one year should be spent in residence in the institution granting the degree, (5) that candidates need a working knowledge of French and German and should be tested on this knowledge, (6) that preliminary examinations should be given in the field of the student's major, and (7) that the thesis should be a contribution to knowledge. University requirements do not recognize the fact that they are producing college instructors, for no distinction is made between the research worker and the teacher. "Educators" are less specific than modern language teachers on course requirements and on

guidance and examinations for the doctorate. Only 23 colleges are "adequately" equipped to give the doctorate in modern languages, and only seven (Columbia, Johns Hopkins, Harvard, Princeton, University of Chicago, University of California, and Yale) are "fully" equipped. Modern language jurors were definitely in favor of residence abroad. Twelve recommendations are made, and fourteen related research topics are suggested. Chapter x gives a rigid hypothetical set of requirements for the doctorate in modern languages, as suggested by the findings of the investigation. Appendix A contains the questionnaire regarding training submitted to the Ph.D.'s, Appendix B lists the "essential" requirements for the doctorate as formulated by modern language authorities, and Appendix C provides a statement of the attitude of schools of education toward modern languages.

256
Miller, K.C. "Modern Foreign Languages in Negro Colleges." Journal of Negro Education 23(Winter 1954), 40-50.

The status and role of modern foreign languages in Negro colleges are reported in full. Recognizing that an investigation should not presuppose foreign language problems that are wholly peculiar to Negro students, or to Negro institutions, the study attempts instead to determine the realities of language problems in universities with predominantly Negro enrollments. A six-page, detailed questionnaire was sent to 97 universities and 73% of this group responded. Results of the survey indicate that (1) foreign language study was an integral part of the curricula adapted by the earliest colleges for Negroes; (2) inclusion of foreign languages in the Negro college curricula has remained more or less constant; (3) the role of foreign language study is undetermined as it is in many institutions. The entrance and degree requirements vary from school to school. Many colleges have no requirements while others insist on 18 to 45 semester hours for graduation. Most of the institutions waived foreign language requirements for students of home economics, industrial arts, and elementary education. Very few of the respondents complained about foreign language requirements, but many did voice a dissatisfaction with the non-existence of a requirement. There are no criteria for determining the contribution of foreign language study to the higher education of Negroes. Generally, foreign language classes are devoted exclusively to literary studies. Enrollment figures list French, German, and Spanish as most popular. Only in the larger institutions is Russian or Latin offered. On the whole, language enrollments are decreasing.

257
Mulligan, John J. Some Thoughts on the Teaching and Learning of Foreign Languages in the 1975-85 Period, 1966. 12p (MF-$0.65 HC-$3.29 ED 012 148).

Approximately 80 American foreign language teachers and specialists offered their opinions and predictions of what the state of foreign language learning and teaching would be like in the colleges in the 1975 to 1985 period, particularly in terms of the elementary and intermediate levels, the language laboratory and electronics, and the teacher. They agreed that the incoming college freshman, with a background of four to six years in one foreign language, will enter upon the study of a second foreign language aided by a live teacher, applied linguistics, audiolingual texts, and an individualized, programed, self-instruction, self-learning series. However, he may instead continue with the same language in an advanced conversation, composition, literature, and civilization program, with a sociological-anthropological approach competing with aesthetic-centered literature courses. In the language laboratory, each booth with a centralized audiolingual, audio-visual color receiver

will be aided by computerized devices, light scopes, dial systems, pocket-sized TV sets, battery tape recorders, and film. The language and residence houses on campus will have closed-circuit broadcasting. The teacher himself, knowledgeable not only in language and literature but also in applied linguistics, will generate pedagogical principles and systems commensurate with advances in the world of electronics.

258
Nyabongo, Virginia Simmons. "Modern Foreign Languages in Negro Colleges." MLJ 32(Feb 1948), 134-139.

An assessment of modern language teaching achievement in Negro colleges is based on various studies conducted between 1942 and 1946. In the latest sampling, questionnaires were sent to 75 colleges with more than 28 responding. A summary of the findings indicates that: (1) language study was at a peak during the four-year period; (2) German leads major languages in percentage of increase; (3) most teachers are American-trained; (4) most colleges employ from one to four language teachers, and in addition to Spanish, French, German, and in one case Portuguese, they may also teach other fields; (5) 9-18% of the teachers publish articles and books; (6) the eclectic method is used widely; (7) there is a broad variation in language texts used; (8) there is almost no standardized testing program; (9) increasing interest and enthusiasm for language study was accentuated by the war; (10) language requirements vary from college to college ranging from a minimum of no credits to a maximum of 30 quarter hours and 12 semester hours; (11) of a total enrollment of 16,351 students in the Negro colleges, there are 3,491 language students; and (12) most students take a foreign language because it is required.

259
Parker, William Riley. Afterthoughts on a Profession, 1966. 9p (MF-$0.65 HC-$3.29 ED 011 738).

The author discusses the organization of the foreign language profession. The problems, confusion, wasteful competition, and uncoordinated activity resulting from the proliferation of professional associations in the field are described.

260
Stewart, Morton C. "A New German Course for Science Students." MLJ 20(Nov 1935), 163-164.

At Union College in Schenectady, New York, freshman students in engineering, chemistry, and physics were required to enroll in a five-hour, weekly, German course regardless of the language entrance requirements. Later, it was discovered that when these students needed their German for research work during the senior year, the majority of them had forgotten the language. The new plan adopted was for the students to take a one-hour-a-week course for four years. This article outlines the German course including the study plan, language emphasis, reading schedule, grammar analysis, and a list of the bibliographies used.

261
Stone, George Winchester, Jr., et al. "The Role of Foreign Languages in International Business and Industry." MLA Foreign Language Bulletin 54 (Jun 1957), 1-22.

A group of fourteen educators and thirteen businessmen held a conference in April 1957 in New York to consider the contributions foreign language study can make toward improving U.S. business relationships abroad. Sponsored by the Foreign Language Program of the Modern Language Association of America (MLA) and the Creole Petroleum Corporation, the conference explored: (1) the specific language needs of business and industry, (2) the possibilities of closer cooperation between the language teaching profession and business, and (3) the ways of improving foreign language instruction in the schools and colleges. Among the participants were Dr. Stone, Executive Secretary of the MLA; Dr. Kenneth W. Mildenberger, then Director of the Foreign Language Program; and Marjorie C. Johnston, Foreign Language Specialist, U.S. Office of Education. The overriding conference conclusion was that the acquisition of a second language is a valuable skill and American business is interested in encouraging the study of foreign languages and cultures.

262
Van Eerde, John. "A Foreign Language and Culture Program for Engineers." French Review 42(Dec 1968), 272-276.

A $30,000 grant from the U.S. Office of Education enabled 25 engineering students from Lehigh University in Pennsylvania to stay ten weeks in France to sharpen their second language skills. The engineers studied in Paris and Nice, and participated in various cultural events. Many of the students continued their French studies upon their return to college and the experience abroad allegedly aided them in fulfilling the degree requirement in foreign languages.

263
Wellemeyer, John F. Foreign Language Needs of Municipal Employees in Ten Metropolitan Areas. New York: MLA, 1961. 22p (MF-$0.65 HC-$3.29 ED 003 945).

Various agencies in cities with problems of non-English-speaking residents were surveyed. The cities were Boston, Buffalo, Chicago, Cleveland, Detroit, Los Angeles, New York, Philadelphia, San Antonio, and Tampa. Summary statements were used to consolidate the more significant items concluded in the detailed full reports of the individual cities. These statements included discussion on the problems of Spanish-speaking people, civil service organizations, courts, police departments, welfare departments, hospitals and other medical services, libraries, public employment offices, mayor's offices and related agencies, international institutes, fire departments, recreation and parks departments, immigration and naturalization service, and miscellaneous departments and special problems. A brief description of immigration patterns and history based primarily upon census bureau tabulations was included.

264
Wooley, E.A. "Foreign Languages for Singers." MLJ 30(Nov 1946), 459-461.

A special course initiated to provide the particular needs of singers prompted a revision in language requirements for voice majors at Indiana University, Bloomington. This paper outlines the course and reports on the results. Singers are mainly concerned about acquiring a sound pronunciation, comprehending the lyrics, and developing skills in expression. Textbooks, word lists, and reading materials used are analyzed, and the high motivation of students is noted.

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